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ABSTRACT

Since 1984, the Los Angeles Unified School District (LAUSD) has been operating the California Mentor Teacher Program (MTP), initiated and supported by the state, to give special help to new or inexperienced teachers and encourage competent teachers to continue teaching. The study reported in these two volumes evaluated program effectiveness and the extent of goal attainment. Participants in the study were 336 mentors and their principals in 240 schools, and 638 of their mentees; 18 directors of elementary and secondary instruction; and 46 retirees in the Priority Staffing Program serving 46 schools. Data were collected through the use of questionnaires and personnel records. Volume 1 reports the answers to 6 of 7 research questions dealing with number of mentor transfers, retention rates, MTP services, district personnel attitudes, program participants' rating of MTP assistance, and matching of mentors and mentees. Volume 2 answers question 7 on retention rates of MTP participants and nonparticipants. Volume 1 concludes that the majority of teachers who have participated in the MTP since spring 1984 have remained in the teaching profession and in LAUSD. Volume 2 suggests a high rate of teacher retention in both participating and nonparticipating groups. Gender did not play a major role in retention rates but ethnicity did. The goals of the program were met, but there is still room for improvement. Volume 1 appendixes provide participants' comments and the survey instruments. Volume 2 appendixes present guidelines for making adjustments to mentor teacher program implementation, as well as 15 data tables. (LL)

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PREVENTING TEACHER DROPOUT: VOLUME 1 – MENTORS HELPING NEW LAUSD TEACHERS, 1984 TO 1988

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PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

PREVENTING TEACHER DROPOUT:

VOLUME 1 - MENTORS HELPING NEW LAUSD TEACHERS, 1984 TO 1988

Publication No. 531

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June 1989

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TABLE OF CONTENTS

Chapter Page

LIST OF TABLES IN TEXT v

LIST OF TABLES IN APPENDIX A vi

EXECUTIVE SUMMARY vii

1 INTRODUCTION AND BACKGROUND 1

  Problem and Strategy 1

  Research Literature 1

    Problems and Influences 1

    Approximating Solutions 3

2 LAUSD MENTOR TEACHER PROGRAM 7

  Origin and Growth 7

  Mentor Duties 7

  Mentor Qualifications 8

  Mentor Selection 8

  Terms Described 9

3 RESEARCH DESIGN 11

  Program Goals 11

  Problem Statements 11

  Research Questions 11

  Method 12

  Procedure 16

4 FINDINGS ON RESEARCH QUESTIONS 18

  Mentor Population Changes 18

  Effective MTP Services 29

  Less Effective MTP Services 33

Chapter Page

Extent of MTP Assistance to Mentees 40
Extent to Which Program Goals Were Attained 43
Matching Mentor With Mentee 46

5 FINDINGS ON RELATED ISSUES 59

Indications a Mentee No Longer Needs a Mentor's Services 59
Optimum Number of Years a Teacher Should be a Mentor 60
Optimum Number of Years to Serve on the Mentor Selection Committee 62
Evaluating Mentors 63
Barriers to Mentor Recruitment 65
Respondents' Suggestions to Improve Program 67

6 SUMMARY AND DISCUSSION OF FINDINGS 75

Summary 75
Discussion 80

7 CONCLUSIONS AND RECOMMENDATIONS 84

Conclusions 84
Recommendations 86

REFERENCES 88

APPENDICES

A - Participants' Suggestions and Recommendations 89
B - Phase 1 Memoranda and Questionnaire 115
C - Phase 2 Memoranda and Questionnaire 131
D - Phase 3 Memorandum and Questionnaire 143

6

LIST OF TABLES IN TEXT

Table Page

1 Sample Distribution and Questionnaire Return 15

2 Number of Newly Assigned and Reassigned Mentors at Each Period of the Program 19

3 Movement and Status Changes Within the Mentor Population 20

4 Overview of Mentor Population Changes from Spring 1984 to Spring 1986 21

5 Ethnic Distribution of the Sample and the District, 1987-88 23

6 Participants' Background Information 24

7 MTP and PSP Assistance Compared by Participants Who Worked With Both Mentors and Retirees 25

8 Opinions on Mentor Assistance 27

9 Opinions on Retiree Assistance 28

10 MTP Services Viewed as More Effective 30

11 MTP Services Viewed as Less Effective 34

12 Extent of MTP Assistance to Mentees (Mean Rating) 41

13 Grading MTP Goal Attainment and Effectiveness (Mean Rating) 45

14 Factors Upon Which Mentor-Mentee Matching is Based 47

15 Mentor Characteristics Considered Relative to Mentee Needs 50

16 Monitoring the Results of Matching. 52

17 Effectiveness of Mentor-Mentee Matching 54

18 Practices Suggested to Make Matching More Effective 56

Table Page

19 Indications That a Mentee No Longer Needs a Mentor's Services 61

20 Reasons Why More Teachers Do Not Become Mentors 66

LIST OF TABLES IN APPENDIX A

A-1 Mentors' Suggestions and Recommendations on the MTP 90

A-2 Principals' Suggestions and Recommendations on the MTP 96

A-3 Region Administrators' Suggestions and Recommendations on the MTP 104

A-4 Mentees' Suggestions and Recommendations on the MTP 107

A-5 Retirees' Suggestions and Recommendations on the PSP 113

8

EXECUTIVE SUMMARY

Background for the Study

Since 1984, LAUSD has been operating the California Mentor Teacher Program (MTP), initiated and supported by the state, to give special help to new or inexperienced teachers, and encourage competent teachers to continue teaching.

Background

- The MTP started in 1983-84, implementing California laws that established the program.
- The MTP provides incentives for highly talented classroom teachers (mentors) to continue teaching and to use their instructional expertise and leadership to help their peers, especially new teachers (mentees), to also continue teaching.

Need for Study

In fall 1987, administrators in Educational Planning and Research, responsible for the MTP, asked Program Evaluation and Assessment Branch to conduct a formal evaluation to answer questions of program effectiveness and extent of goal attainment.

Research Questions

The evaluation examined the MTP for effectiveness of its components and goal attainment.

This study answered six research questions and their corollaries:

For 1984-88

1. How many mentors transferred from one school to another? Corollary: How many mentors resigned or entered administration?

2. What are the retention rates for mentors and for mentees? Corollaries: What are the LAUSD retention rates for new and inexperienced teachers who receive support from resources outside of the MTP? What is the ratio of mentors to mentees?

For 1987-88

3. What services has the MTP provided to retain mentees? Corollaries: What is the common core of services rendered by the majority of mentors? What services are considered as supplemental to the core services? Which of these services were directed at retaining mentees in the profession? How effective have the identified services been?

4. To what extent do district personnel feel that the MTP has assisted mentees? Corollaries: What were the activities that assisted mentees? How did these activities assist them?

5. How do program participants rate the assistance given in the MTP with similar assistance (given by retired teachers) in the Priority Staffing Program (PSP)?

6. On what bases are mentor capabilities matched with mentee needs? Corollaries: How is matching decided? (That is, what considerations and decisions assign this mentee to that mentor?) How are the results of matching monitored? How effective is the matching?

In the rest of this abstract, each research question appears without the corollaries although the answers given are relevant to both questions and corollaries.

Who participated in this study?

Participants

- 336 mentors and their principals in 240 schools, and 638 of their mentees
- 18 directors of elementary and secondary instruction
- 46 retirees serving 46 schools

Implementation

- Contemporary and historical teacher records already compiled in the personnel division and in the MTP office provided descriptive data.
- In Phase 1 of the study, questionnaires collected data from directors of elementary and secondary instruction, school principals, mentors, and mentees.
- In Phase 2, questionnaires collected data from a subsample of the four groups participating in Phase 1.
- In Phase 3, questionnaires collected comparison data from retirees helping new teachers in the PSP.

Research Question 1

How many mentors transferred from one school to another?

From a total of 1,107 teachers (unduplicated count) appointed to mentor positions, 322 (29%) changed their assignments:

- 41 (4%) were transferred from one region to another.
- 88 (8%) were involved in intraregion/division moves.
- 79 (7%) were promoted to other positions such as principal, assistant principal, coordinator, or resource teacher.
- 77 (7%) resigned either from the MTP or from the district.
- 31 (3%) were on leave at one time or another.
- 6 (0.5%) retired.

Research Question 2

What are the retention rates for mentors and for mentees?

- During the 2 years from spring 1984 to spring 1986, 73% of the mentors remained active in the MTP, and less than 3% of the mentors resigned from the district.

- In spring 1988, 29 mentees (11% of the mentee sample) reported having worked with both mentors and retirees.

- The mentee-mentor ratio for the selected sample was close to 3:1. This means each mentor worked with an average of 3 mentees. However, the number of mentees for each mentor ranged from a minimum of 1 to a maximum of 4.

- The compilation of data on retention rates for mentees will be part of a second volume comparing retention rates of mentees and nonmentees.

Research Question 3

What services has the MTP provided to retain mentees?

Region administrators, principals, mentors, and mentees in the sample were asked to list the services the MTP has provided to retain mentees in the teaching profession and to indicate which of the services they listed were effective.

Core Services (Most frequently mentioned)

- Providing personal counseling and guidance
- Explaining district and school policies and resources
- Assisting with classroom instruction
- Assisting with classroom management
- Observing in classroom and providing instructional feedback
- Helping with paperwork and classroom procedures
- Providing inservice and staff development

Supplemental Services (Commonly cited, but less frequently than core services)

- Mediating between mentees and school staff and/or parents
- Providing release time from the classroom for mentees
- Assisting with parent conferencing
- Facilitating exchange of ideas between new and experienced teachers
- Assisting with technical operation of school resources
- Working with parents and volunteers

Effective Services

Nominated as most effective in retaining mentees in the teaching profession were: personal counseling and guidance, assistance with classroom instruction and management, and staff development.

Research Question 4

To what extent do district personnel feel that the MTP has assisted mentees?

- A subsample of region administrators, principals, mentors and mentees was asked to rate the extent to which the MTP has assisted mentees. All of the respondents (except mentees) agreed that all of the core and supplemental services listed in the answers to Research Question 3 are provided by the MTP.
- Mentees were consistently less likely than others to agree, as shown by their lower mean ratings, that the core and supplemental services are provided by the MTP.
- The mentees were also less likely to agree that MTP services are effective.
- In general, the respondents in the subsample tended to agree that the 13 program services are provided, but tended to disagree that the services are effective.

Research Question 5

How do program participants rate the assistance given in the MTP with similar assistance (given by retired teachers) in the PSP?

- Respondents experienced in working with both mentors and retirees were asked to compare the assistance given to new teachers by mentors and by retirees.
    - Of 57 principals, 65% believed that mentors provide better assistance and 35% stated that retirees provide better assistance.
    - Of 33 mentors, 88% felt mentors provide better assistance and 12% felt retirees provide better assistance.
    - Of 21 retirees, 95% believed they provide better assistance compared to mentors.
    - Of 23 mentees, 70% thought mentors provide better assistance and 30% thought retirees give better assistance.
- The two main reasons supporting mentors' providing better assistance are that they: (a) are available on site, and (b) are knowledgeable about school policies and procedures and new approaches in teaching.
- The two main reasons supporting retirees' providing better assistance are that they are available during class, and are flexible with time.
- A major shortcoming of using mentors is that they have their own teaching responsibilities and, as a result, have less time during class to provide help.
- Two shortcomings of using retirees are that they have a limited number of hours of availability and were described as not knowing the latest on school procedures and policies.

Research Question 6

On what bases are mentor capabilities matched with mentee needs?

- Mentors were matched with mentees according to the subject or grade taught.
- In matching mentor capabilities with mentee needs, the subject or grade taught by the mentor was considered relative to that taught by the mentee. Mentee needs and interpersonal skills were also significant considerations.
- The results of matching were generally monitored by the principal or other designated staff at the school.
- Matching was monitored through observations and conferences with both mentors and mentees. The mentors also used log sheets as part of the monitoring process.
- Region administrators, principals, and mentors felt that the match between mentors and mentees was effective or highly effective. While most mentees generally agreed with this judgment, some also declared the matching unsatisfactory.
- Practices that would make matching even more effective include: more carefully basing the match on subject or grade taught, having mentors perform their services at their home school, and matching the expertise of the mentor to mentee needs.

Other Findings

The MTP respondents were asked additional questions concerning the length of time a teacher should be a mentor, a process for evaluating mentors, and reasons why more teachers do not apply to become mentors.

- Mentee demonstration of effective classroom management indicates that the mentee no longer needs a mentor's services. Mentors suggest that mentoring new teachers after the 1st year should be continued at the request of their mentees.
- The respondents indicated that there should be no formal limit on the number of years a teacher should be a mentor, as long as the mentor is effective and wants to continue. This decision should be an individual one, and each mentor should be evaluated periodically.
- In general, the respondents felt that a mentor selection committee member should be limited to 3 years of service on the committee.
- Monitoring and evaluating mentors need close attention, according to a number of participants. Both new teachers and principals suggested that their feedback be considered when evaluating and renominating mentors.

Conclusions

What conclusions do the findings support?

- The majority of teachers who have participated in the MTP since spring 1984 have remained in the teaching profession and in Los Angeles Unified School District.

- The mentees did not fully agree that the services provided by the MTP were effective.

- The respondents gave a report card mark of B to the achievement of both program goals: (a) keeping competent teachers in teaching, and (b) helping new teachers stay in teaching. Thus, while the program has had a positive effect on reaching the two program goals, there is still room for improvement.

Policy Implications

What policy considerations do the findings support?

Recommendations with implications for change in current program policy are summarized below.

Mentor Selection

Review the recruitment process that could attract more Hispanic, Asian, and White mentors; define explicitly the internal, qualitative criteria that committees use to select and renominate mentors; limit mentor selection committee service to 3 years.

Mentor and Mentee Evaluation

Explore the feasibility of changing state legislation to allow for evaluating the effectiveness of mentors by nonadministrators, and for evaluating the progress of mentees to decide whether they should continue to receive program services.

Matching

Review (and strengthen, if needed) the process for publicizing to MTP participants the criteria for matching mentor to mentee; make the match between mentors and mentees a better fit for expertise and need.

Transfer

Assess the policy of transferring teachers to new sites once they accept a mentorship; analyze (and offer, if warranted) the option of returning transferred mentors to their home school after their term of service.

Evaluation of Program Services

Evaluate the MTP components that its participants found to be less effective than expected.

Mentor Services

Review teaching hours for mentors and assess the possibility of more released time for mentors to help new teacher.

CHAPTER 1

INTRODUCTION AND BACKGROUND

Problem and Strategy

The Mentor Teacher Program was approved by California legislators in 1983, and the first teachers were assigned in Los Angeles Unified School District (LAUSD) in June 1984. In an era of teacher shortage and challenges to teacher competency, LAUSD has been operating the state-supported Mentor Teacher Program (MTP) as a means of giving special help to new or inexperienced teachers (mentees), and of encouraging competent teachers (mentors) to continue teaching. In fall 1987, administrators of the program asked for a formal evaluation, to answer questions of program effectiveness and extent of goal attainment. A research proposal was written that included a series of research questions and a plan of gathering answers from project staff.

Research Literature

Problems and Influences

According to contemporary research findings, recruiting new teachers may be easier than retaining them (Grissmer & Kirby, 1987, p. vii), and "Most new teachers are hired to replace leaving teachers rather than to meet the needs of expanding enrollment or new programs."

The major reason for leaving a district is to teach in another district, but only about half of those separating teachers will return to the teaching profession (Grissmer & Kirby, 1987). Heyns (1988) found that, of those teachers who have left the teaching profession, those with more teaching experience and less exposure to other jobs were more likely to return to teaching.

Another major finding was that teacher "attrition rates appear to exhibit a strong U-shaped relationship with age and years of experience, with high levels of attrition for young and retirement-eligible teachers and very low attrition rates in mid-career" (Grissmer & Kirby, 1987, p. 35). Estimates run as high as 25% for teachers in the two high-risk attrition groups. Another author stated that attrition rates were high in the first 3 to 4 years of teaching, and that men were more likely than women to leave teaching and to leave earlier (Heyns, 1988).

Other research findings suggested that:

> Teachers in the higher ability ranges are most likely to leave the profession. Moreover, in a time of teacher shortages, even if the best teachers do not leave the profession, they may leave their current schools and districts. As competition for teachers increases, it is likely that neighboring school districts will begin to increase the incentives offered to experienced teachers. Consequently, talented teachers will be able to choose between organizations (Jensen, 1987, p. 47).

Other writers extended the list of influences contributing to the attrition problem. There is a growing problem of keeping teachers motivated, according to Engelking (1987, p. 4): "Job stress, alienation, feelings of ineffectiveness in the classroom, and frustrating working conditions all contribute to this lack of motivation." Teachers participating in Heyns' (1988) study blamed heavy workloads and extra responsibilities as the main impediments to teaching. Heyns also argued that increasing opportunities for women and minorities outside of the teaching profession, as well as the declining attractiveness of working in schools increased the attrition rate.

In a recently published casebook (Shulman & Colbert, 1986), teachers contributed stories of their personal experiences as mentors. One full chapter is devoted to their vignettes of frustrations, temptations to quit, challenges, and upsetting reactions from colleagues that erode the resolve to help novice teachers and to upgrade the teaching profession. As suggested by Kirkpatrick (1987), this casebook is a novel entry into the professional literature because it presents such a rich array of real-life experiences. Their messages need serious consideration by administrators and teachers, if mentoring is to succeed as a change agent in professional education.

Approximating Solutions

Jensen (1987, p. 47), who reported that the early-leaving teachers are the more able ones, observed that "the same conditions that attract good teachers can keep them: competitive wages, prestigious and meaningful work, professional working conditions, and opportunity for growth." Similarly, Engelking (1987, p. 6) argued for more incentives to "enhance and professionalize the job of teaching." More teachers would stay in the profession if they enjoyed such incentives as higher compensation, flexible scheduling, and additional staff development.

One of California's solutions to the teacher attrition problem was to create the California Mentor Teacher Program (Hughes-Hart Educational Reform Act of 1983; Senate Bill 813, Article 4, Section 28; California Education Code 44490-44497; amended by Assembly Bill 70; and California Administrative Code, Title 5, 11220-11255). The mentor program was designed to encourage teachers to continue to pursue and demonstrate excellence in their profession; to provide incentives for experienced and expert teachers to remain in the profession; and to restore the teaching profession to its place of primary importance (SB 813, p. 59).

California's governor appointed a panel of prominent citizens and educators to investigate issues behind the finding that "one-third of California's schools are failing to meet student achievement goals set for them through recent school reforms" (Christopher, 1988, p. ES-1). The panel also considered the options, and made recommendations, for action necessary to ensure educational excellence (Christopher, 1988, p. B-5).

The Governor's Commission on Educational Quality (Christopher, 1988, pp. 38-39) cited "the problems of high attrition rates and inadequate preparation among beginning teachers," and recommended legislation that, among other new measures, would require teacher candidates in their 5th year of university coursework "to complete a residency teaching assignment under a mentor teacher." Among the report's major recommendations is that of "creating a more highly professional teaching force" (Christopher, 1988, p. B-4).

Shulman (1987, p. 2) studied the mentor-principal relationship under stress, when the two professionals "are suddenly put in situations where both parties are responsible to assert leadership." The findings supported a new relationship between teachers and principals, one of "shared leadership" in which experienced teachers are "given major responsibilities for supervision and school policy decisions" (Shulman, 1987, p. 1), even to the point of evaluating colleagues.

A study by McLaughlin, Pfeiffer, Swanson-Owens, and Yee (1985, p. 3) raised insightful questions about restructuring the teaching profession, such as the emerging roles and status differentiation of mentor teachers, challenging "the existing values of equal status among teachers and teacher independence in matters of curriculum and instruction." If mentoring is seriously expected to improve teaching, it must provide "consistent, meaningful attention to new or seasoned teachers" (McLaughlin et al., 1985, p. 3), rather than token attention of a few days a year, or, by extension, a few hours a week.

McKibbin, Walton, and Wright (1987) studied the Teacher Trainee Program in California. School districts hiring teacher trainees also had to participate in the Mentor Teacher Program. Teacher trainees reported that their main weaknesses were in: managing class activities; planning and organizing skills; presentation skills; management of instructional time; subject content knowledge; student motivation; and lack of individual attention to student needs. Beginning teachers rely on mentor teachers and other experienced colleagues for support and help. Mentor teachers most often helped new teachers with classroom management followed by lesson planning, school policies and procedures, the content of instruction, and student conduct and discipline. A mentor's effectiveness depended partly on whether the mentor worked in the same school as the mentee. The mentors in the study reported that mentoring is more effective if mentors have sufficient release time from the classroom, and have supportive school and district administrators. Some mentors commented on their nonevaluative role and the importance of being assigned to beginning teachers in their own subjects. Despite the additional help given through programs such as the MTP, beginning teachers left teaching for various reasons: classroom conditions, student discipline problems, teaching nontracked classes, school conditions, and general discontent with the teaching environment.

The findings of this present report will speak to the issues raised by the research literature just surveyed, as they pertain to mentoring in LAUSD.

CHAPTER 2

LAUSD MENTOR TEACHER PROGRAM

Origin and Growth

The Mentor Teacher Program (MTP) provides incentives for highly talented classroom teachers (mentors) to continue teaching, and to use their instructional expertise and leadership to help their peers, especially new teachers (mentees), to also continue teaching.

The MTP started in 1983-84, implementing California laws that established the program (Education Code 44490-44496, and Administrative Code, Title 5, 11220-11255), and was staffed with 181 teachers in June 1984. In fall 1984, 150 new mentors, from the original 181 selected, began carrying out their new duties in LAUSD. As the program gained recognition, the number of mentor applications increased. In fall 1987, the school year opened with 780 active mentors and 82 others on leave. Although the year's allocation of positions numbered 1,058, insufficient state funds have kept the annual proportion below the 5% of certificated staff allowed by state law to become mentors. The 1987-88 state funds supported a maximum of nearly 4% of staff as mentors.

Mentor Duties

The responsibilities of mentors include providing orientations, visiting classrooms, demonstrating teaching, planning and leading staff development sessions, planning class organization, solving instructional problems, sharing teaching materials and ideas, taking preservice training, maintaining an activity log, and arranging for mentees to observe other successful teachers.

Mentor Qualifications

There are numerous prerequisites that make one eligible to apply for the position of mentor. Among them are: status as a permanent teacher, substantial teaching experience, evidence of effectiveness as a teacher, satisfactory performance ratings, willingness to transfer to other sites having more nonpermanent teachers, and willingness to perform professional duties before and after regularly assigned hours. Other criteria for selecting applicants include the strength of relevant training and experience, professional growth, and human relations skills.

Mentor Selection

LAUSD uses 18 MTP selection committees: two for each region (representing elementary and junior high schools), and one each for the two divisions (representing senior high and special education schools). Each selection committee is comprised of six teachers and five administrators. Teacher members are elected by teachers, and school administrator members are appointed by their superintendents. The committees are required to follow detailed guidelines in exercising their selection responsibilities.

Teacher applicants complete extensive forms and send them to their region or division superintendent. The forms are sent to the appropriate committee for consideration. All applications are evaluated on such elements as personal information, professional responsibilities, educational background, educational experiences, professional references, written statement, performance evaluations, and service record for the previous 5 years.

The committees submit their selection results to the central office, where they are prepared for board confirmation. Every effort is made to place successful candidates during the fall semester.

Terms Described

These terms appear frequently in the report, and need explanation.

Core service. Respondents were asked to list the mentor services offered to mentees within the MTP. Core services were those most frequently mentioned.

Mentee. The term mentee denotes a new or inexperienced teacher who is receiving assistance from a mentor. The teacher status of most mentees is one of these: trainee, provisional, on temporary contract, or probationary.

Mentor. A mentor is an experienced, competent teacher whose instructional skills and effectiveness have been judged as exemplary. Such a teacher has been elected by a screening committee of peers and administrators to join the Mentor Teacher Program. The mentor's assignment is to assist new or inexperienced teachers to become competent and exemplary.

MTP. The Mentor Teacher Program (MTP) was designed to retain experienced teachers in the teaching profession and to help inexperienced teachers.

PSP. The initials PSP denote the Priority Staffing Program. In this report PSP refers to the retiree component of that program in which retired teachers are assigned to help new teachers.

Supplemental service. Mentor services identified as supplemental MTP activities if commonly cited by respondents but with lower frequency than core services.

CHAPTER 3

RESEARCH DESIGN

Program Goals

Two overall goals governed the direction and implementation of this project, borrowed from language in the initiating California law and from LAUSD administrators:

1. To encourage exemplary, competent teachers (mentors) to continue teaching.
2. To provide assistance to new or inexperienced teachers (mentees).

Problem Statements

Researchers and program administrators agreed to measure goal attainment by answering these questions:

1. How effectively have the MTP components operated to approximate program goals?
2. To what extent has the MTP attained its goals?

Research Questions

The problem statements suggest a series of research questions. The research design provided the framework for answering the questions that addressed project activities separately, and the combined 4 years of MTP operation: 1984-85, 1985-86, 1986-87, and 1987-88. These are the research questions:

For 1984-88

1. How many mentors transferred from one school to another? Corollary: How many mentors resigned or entered administration?

2. What are the retention rates for mentors and for mentees? Corollaries: What are the LAUSD retention rates for new and inexperienced teachers who receive support from resources outside of the MTP? What is the ratio of mentors to mentees?

For 1987-88

3. What services has the MTP provided to retain mentees? Corollaries: What is the common core of services rendered by the majority of mentors? What services are considered as supplemental to the core services? Which of these services were directed at retaining mentees in the profession? How effective have the identified services been?

4. To what extent do district personnel feel that the MTP has assisted mentees? Corollaries: What were the activities that assisted mentees? How did these activities assist them?

5. How do program participants rate the assistance given in the MTP with similar assistance (given by retired teachers) in the PSP?

6. On what bases are mentor capabilities matched with mentee needs? Corollaries: How is matching decided? (That is, what considerations and decisions assign this mentee to that mentor?) How are the results of matching monitored? How effective is the matching?

In this report, answers to questions 1 through 6 are presented and discussed. Question 7 as posed in the original design asked: Over the 4 years, how long do mentees remain in the profession, and how does their retention rate compare with the districtwide teacher retention rate for the same period? In Volume 2, which is forthcoming, data contrasting project staff with nonproject district staff will be presented in response to question 7.

Method

Subjects. The participants in this research were the MTP personnel: mentors, mentees, department chairpersons, principals, directors of instruction, and selected other administrators. A sample of retirees in the PSP also answered questions about their services to new teachers.

A stratified random sample of mentors from all periods of the program, all school levels, and all regions in the district was selected. The study was conducted in three phases:

1. Data were collected from directors of elementary and secondary instruction, school principals, mentors, and mentees.
2. Data were collected from a subsample of the four groups participating in the first phase of the study.
3. Data were collected from the retirees in the PSP.

Table 1 presents detailed information about the study sample and the number of participants from each group.

Schools were selected as the unit of data collection, and a random sample of 240 schools with mentors was drawn. A package was sent to each school principal asking that the principal, the prespecified mentors, and one or two mentees for each mentor complete the general questionnaire.

Respondents were assured of anonymity and confidentiality for their part in this study. Individual questionnaires were coded for position of respondent and for other necessary information (e.g., gender, assignment location), and only group or aggregated data are reported. Ethical and legal considerations governing research with people were carefully observed.

In the first phase of the study, questionnaires were sent to 336 mentors and their principals in the 240 schools, and to 638 of their mentees. The mentee-mentor ratio for the selected sample was close to 3:1. This means each mentor worked with an average of three mentees. However, the number of mentees for each mentor ranged from a minimum of one to a maximum of four. The rate of return for school principals was 79%, and for mentors, 74.1%. The rate of return for mentees and retirees was 43% and 93%, respectively.

Table 1

Sample Distribution and Questionnaire Return

		Phase 1		Phase 2		Phase 3	
Participant	Level	Number selected	Completed questionnaire	Number selected	Completed questionnaire	Number selected	Completed questionnaire
Administrator	Elem.	8	8	8	8	---	---
	JH	8	7	8	7	---	---
	SH	1	1	1	1	---	---
	Sp. Ed.	1	1	1	1	---	---
	Total	18	17	18	17	---	---
Principal	Elem.	124	96	23	23	---	---
	JH	45	38	15	12	---	---
	SH	42	36	20	19	---	---
	Sp. Ed.	12	7	1	1	---	---
	Total	223	177	59	55	---	---
Mentor	Elem.	153	108	32	30	---	---
	JH	84	60	31	26	---	---
	SH	84	67	38	34	---	---
	Sp. Ed.	30	12	2	2	---	---
	Total	351	247	103	92	---	---
Mentee	Elem.	295	103	23	21	---	---
	JH	152	75	31	26	---	---
	SH	144	70	43	36	---	---
	Sp. Ed.	30	17	4	2	---	---
	Total	621	265	101	85	---	---
Retiree	Elem.	---	---	---	---	25	23
	JH	---	---	---	---	11	10
	SH	---	---	---	---	10	10
	Sp. Ed.	---	---	---	---	---	---
	Total	---	---	---	---	46	43

Note. Elem. = Elementary, JH = Junior High, SH = Senior High, Sp. Ed. = Special Education.

Procedure

The main sources of information for measuring the effects of the MTP were program and personnel records, and questionnaires to project staff (MTP and PSP).

1. Records: contemporary teacher records and summary data already compiled in the personnel division and in the MTP office were used to answer research questions 1 and 2. Lack of historical information prevented obtaining answers to research question 7. All files received were checked for accuracy and validity.

2. Questionnaires: several questionnaires were developed and pilot tested for staff and administrator responses. Copies of the questionnaires, and their related administrative memoranda, appear in Appendices B, C, and D. A brief description of each form and its use follows:

Phase 1	Sample
Questionnaire on Mentor Teacher Program (MTP) Activities (3-15-88) Supporting memoranda to selected superintendents, directors of instruction, selected principals, and respondent (3-12-88); list of schools in phase 1; memorandum reminder to respondents to complete and return the form (4-1-88) (Appendix B)	Large sample of teachers and administrators were asked to complete items about professional background and MTP activities, covering most of the study's research questions
Phase 2	
Structured Questionnaire: Phase 2 Core and Supplemental Services (April 1988) Supporting memoranda to selected superintendents, directors of instruction, selected principals, and respondent (4-18-88); list of schools in phase 2; memorandum reminding respondents to complete and return the form (5-2-88); script for telephone reminder (5-88) (Appendix C)	Subsample of phase 1 respondents were asked to rate core and supplemental MTP services (found in analyzing the Phase 1 questionnaire)

Phase 3	Sample
Questionnaire on Priority Staffing Program (PSP) Activities--Retiree Component (6-3-88)	Sample of retirees completed items about their professional background and their work with new teachers not in the MTP
Supporting memorandum to respondent, Priority Staffing Program (6-14-88) (Appendix D)	

The original research design proved to be too ambitious for the limited funds, staff, and time available. As a result, the plans to interview subsamples of principals, mentors, and mentees, and to observe the MTP in action at a sampling of sites, had to be discarded.

Ratings and demographic data were analyzed by descriptive statistics (frequencies, percentages, and means), and open-end questions by content analysis. Analysis of variance (ANOVA) was used to compare mean ratings among respondents when appropriate.

The original proposal was drafted in October 1987. Several meetings with project administrators were necessary before the design could be completed and approved. The instruments were developed early in 1988 and piloted with samples of respondents similar to those in the two projects (MTP and PSP). Adjustments were made in the instruments, and data were gathered from March to June 1988. Open-end responses were reviewed and categorized during July--October 1988, and numeric data were keyed into computer files for analysis in October and November of that year.

CHAPTER 4

FINDINGS ON RESEARCH QUESTIONS

The MTP respondents were asked to evaluate their project by answering questions about effective MTP services; extent of MTP assistance to mentees; extent to which program goals were attained; and the match between mentors and mentees. The retirees were asked similar questions concerning the Priority Staffing Program. Researchers also reviewed 4 years of project records to determine shifts in the mentor population.

Mentor Population Changes

Accepting the main objective of the Mentor Teacher Program as encouraging highly talented teachers to continue teaching, one of the major purposes of this report was to provide information about the movement of mentors within and among the administrative regions/ divisions, and changes in their status at the end of each time period. Specifically of interest were the number of mentors who: transferred from one school, region, or division to another; transferred from one school to another school within the same region or division; or were promoted, resigned, retired, or on leave.

To present a thorough picture of changes in the mentor population since the inception of the program, the next section presents the statistics about the number of teachers assigned at each period of the program from spring 1984 through spring 1988. Following that, patterns of change in the structure of the mentor population are examined.

Number of mentors in each program period. Table 2 presents the number of mentors recruited in each of nine periods from spring 1984 to spring 1988, and their distribution across school group.

It should be noted that periods fall 1986 and fall 1987 of the program include mentors who were renominated after the expiration of their first 3-year contract.

Table 2

Number of Newly Assigned and Reassigned Mentors at Each Period of the Program

Period	Elementary	Junior high	Senior high	Special education	Total
Spring 1984	95	50	16	20	181
Fall 1984	73	32	27	23	155
Spring 1985	43	21	17	16	97
Fall 1985	150	81	66	31	328
Spring 1986	105	65	60	25	255
Fall 1986[a]	52	27	14	11	104
Spring 1987	44	25	16	6	91
Fall 1987[a]	65	25	27	19	134
Spring 1988	73	32	18	21	144

[a] The 104 mentors in fall 1986 and the 134 mentors in fall 1987 were renominated and reappointed.

Movement within the mentor population. An overview of mentor moves and status changes is presented in Table 3 for seven time periods. From a total of 1,107 teachers (unduplicated count) appointed to mentor positions (from spring 1984 to spring 1987), 41 teachers (4%)

were transferred from one region to another. Intraregion/division moves included 88 teachers, 8% of the mentor population. Slightly more than 7% of the teachers were promoted to other positions such as principal, assistant principal, coordinator, or resource teacher. About 7% of the teachers resigned either from the MTP or from the district. Less than 3% of mentors were on leave at one time or the other and only six mentor teachers retired. It should be noted that data in Table 3 represent changes in each period at one time point and do not include changes that happened between periods.

Table 3

Movement and Status Changes Within the Mentor Population

Review period	Inter-region/ division move	Intra-region/ division move	Promotion	Resignation	Leave	Retirement
Spring 1984	16	1	4	6	--	--
Fall 1984	--	16	--	4	1	--
Spring 1985	--	3	--	--	--	--
Fall 1985	3	18	22	15	7	1
Spring 1986	8	6	12	6	4	1
Fall 1986	13	44	36	45	15	4
Spring 1987	--	1	5	1	4	--
Total	41	88	79	77	31	6

A more definitive picture of structural changes in the mentor population is presented in Table 4. It shows changes in five periods of the study, from spring 1984 to spring 1986, as reviewed in September 1987.

Table 4

Overview of Mentor Population Changes from Spring 1984 to Spring 1986

Period	School level	Active	Left MTP, promoted	Returned to non-MTP teaching	Left LAUSD	Inactive	Retired	Total
Spring 1984	EL	43	20	12	2	18	--	95
	JH	20	8	6	1	13	2	50
	SH	12	1	2	1	--	--	16
	SE	8	5	4	--	3	--	20
	Total	83	34	24	4	34	2	181
Fall 1984	EL	37	5	23	4	3	1	73
	JH	13	2	10	6	--	1	32
	SH	13	1	11	2	--	--	27
	SE	7	2	13	--	1	--	23
	Total	70	10	57	12	4	2	155
Spring 1985	EL	29	1	9	2	--	2	43
	JH	12	--	8	1	--	--	21
	SH	9	2	3	2	--	1	17
	SE	12	1	3	--	--	--	16
	Total	62	4	23	5	--	3	97
Fall 1985	EL	136	2	10	2	--	--	150
	JH	71	4	5	1	--	--	81
	SH	56	4	1	4	--	1	66
	SE	27	4	--	--	--	--	31
	Total	290	14	16	7	--	1	328
Spring 1986	EL	92	7	5	1	--	--	105
	JH	61	1	1	2	--	--	65
	SH	58	2	--	--	--	--	60
	SE	24	--	1	--	--	--	25
	Total	235	10	7	3	--	--	255
Total	EL	337	35	59	11	21	3	466
	JH	177	15	30	11	13	3	249
	SH	148	10	17	9	--	2	186
	SE	78	12	21	--	4	--	115
	Total	731	72	127	31	38	8	1,016

Note. Personnel data were based on records available in September 1987. School levels: EL = elementary; JH = junior high; SH = senior high; SE = special education. Active = mentees assigned; inactive = previous mentor but no longer in MTP.

Based on the data presented in Table 4, 72 (7%) of the mentors were promoted during a 2-year period. In the same time period, 127 (13%) of the assigned teachers resigned from the program and 31 (3%) resigned from the district. Only eight mentors (less than 1%) retired from the program during the 2-year period shown in Table 4.

Respondent demographics. About 67% of the selected sample (not stratified for gender) were women. This compares favorably with the report provided by the program office, showing that 78% of the mentor population were women.

The ethnic distribution of the district teachers, mentor population, and selected sample, is presented in Table 5. Compared to the district teacher population, the mentor population has a high percentage of Black teachers (32%) compared to the percentage of Black teachers in the district (18.2%). Asian, Hispanic, and White teachers are underrepresented in the mentor population compared to their district totals.

Table 5

Ethnic Distribution of the Sample and the District, 1987-88

	Ethnic distribution (%)					
Population	Amer. Ind./ AK Native	Asian	Black	Hispanic	White	Others
District	0.9	6.6	18.2	10.6	62.4	1.3
Total mentor population[a]	0.6	4.1	32.0	5.5	56.7	0.9
Study sample	1.7	8.1	23.3	8.1	58.9	0.9

[a] From data provided in Communication No. 1, prepared for the Board, February 1988, by the Office of the Superintendent.

Teaching and professional experience. Table 6 presents comparative background information on the five groups that participated in this study. The retirees have the most teaching experience (an average of 21.5 years) followed by the mentors (an average of 16.7 years). A large percentage of retirees (74%) have experience as demonstration teachers. Many retirees have also been coordinators (51%) and/or team teachers (51%). The mentors show a similar pattern of experience with 70% having served as demonstration teachers, 53% as team teachers, 52% as department chairpersons, and 50% as coordinators. The region administrators have an average of 12.9 years of teaching experience. The majority of region administrators (59%) have experience as demonstration teachers and/or as coordinators. The principals averaged 10.7 years of teaching experience. In contrast to the other respondent groups, the highest percentage of principals (77%) served as coordinators, although the majority (59%) have experience as demonstration teachers. The mentees have an average of 2.7 years of teaching experience and, correspondingly, small percentages have experience in the other professional education categories listed in Table 6.

Table 6

Participants' Background Information

Variable	Region administrator	Principal	Mentor	Mentee	Retiree
Average years of teaching	12.9	10.7	16.7	2.7	21.5
% served as:					
Coordinator	53	77	50	10	51
Team teacher	47	46	53	18	51
Resource teacher	18	38	31	7	40
Department chair	35	42	52	9	47
Superviser	47	20	8	3	16
Demonstration teacher	59	59	70	9	74
Instructional advisor	41	46	13	5	35

Note. Table based on Phase 1 questionnaire. Some respondents may have experience in more than one category and the percentages reflect this duplication.

Mentor Teacher Program and Priority Staffing Program. All participants were asked whether they have experience working with both mentors in the Mentor Teacher Program (MTP) and retirees in the Priority Staffing Program (PSP). If they had worked with both, they were asked who provided better assistance to new teachers: MTP mentors or PSP retirees. Table 7 presents participants' answers to these questions.

Table 7

MTP and PSP Assistance Compared by Participants Who Worked With Both Mentors and Retirees

Variable	Region administrator		Principal		Mentor		Mentee		Retiree	
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Worked with both	7		76		49		29		24	
Worked with both and rated assistance	2		57		33		23		21	
Mentors provided better assistance	1	(50)	37	(65)	29	(88)	16	(70)	1	(5)
Retirees provided better assistance	1	50	20	(35)	4	(12)	7	30	20	(95)

Note. Table based on Phase 1 and Phase 3 questionnaires.

Of the 57 principals who have experience working with both mentors and retirees, 65% believed that mentors provide better assistance to mentees and 35% stated that retirees provide better assistance. Of the 33 mentors who have experience working with both programs, 88% felt mentors provide better assistance and 12% felt retirees provide better assistance. Of the 21 retirees who have experience working with mentors, 95% believed that they provide better assistance compared to mentors. A small number of mentees (23) have experience with both programs. Of these, 70% thought mentors provide better assistance compared to 30% who thought retirees do (Table 7).

A summary of the reasons respondents mentioned in support of their opinions is presented in Tables 8 and 9. The main reasons supporting mentors' providing better assistance are that they are available on site, are knowledgeable about school policies and procedures, and are conversant with new ideas in teaching (Table 8). Other respondents mentioned two main reasons why they thought the retirees provide better assistance. They are available during class, and are flexible with time (Table 9). Mentors have their own teaching responsibilities and, as a result, have less time during class to provide help. Retirees were described as not up-to-date on school procedures and policies and have a limited number of hours when they are available. A large group of participants supported both programs.

Table 8

Opinions on Mentor Assistance

Opinion	Principal (n = 76) f	Mentor (n = 49) f	Mentee (n = 29) f	Retiree (n = 24) f
Mentors:				
Are on the school site and are more available	22	20	17	2
Are more up-to-date and informed about current school procedures, policies, and new ideas	20	6	16	1
Have a better rapport with mentees and administrators	1	2	1	--
Share the same subject field with mentees	--	1	1	--
Provide better assistance	1	1	5	--
Are more accountable and acceptable	--	1	1	--
Are useless compared to retirees	--	--	1	--
Are unfair to their own students since they have to use their time for mentor activities	--	--	--	1
Are not available during class hours	1	--	1	--

Note. Table based on responses to open-end questions on the Phase 1 and Phase 3 questionnaires. Respondents were asked to compare mentors to retirees in terms of who provide better assistance to mentees and to give a rationale for their opinion. Response frequency is coded as f.

Table 9

Opinions on Retiree Assistance

Opinion	Principal (n = 76) f	Mentor (n = 49) f	Mentee (n = 29) f	Retiree (n = 24) f
Retirees:				
Are more available during class hours since they do not have regular class assignments	18	6	16	17
Are not missing their own teaching duties	--	--	3	--
Are more flexible and convenient to mentees	9	--	--	2
Provide better assistance	2	2	5	2
Are helping mentees	--	2	--	--
Are more experienced	1	2	--	3
Are able to focus on specific subject areas	--	--	1	--
Become too involved with new teachers	--	3	--	--
Are not up-to-date in terms of school practices	2	1	4	2
Have a limited number of hours	5	--	4	--
Are not effective	3	1	--	--
Other opinions:				
MTP and PSP are equally important	17	12	14	2
Depends on the individual	1	2	2	1

Note. Table based on Phase 1 and Phase 3 questionnaires. Respondents compared mentors to retirees for assistance to new teachers and stated the reason(s) for their views.

Effective MTP Services

In the Phase 1 questionnaire, principals, mentors, mentees, and region administrators were asked to describe the services MTP personnel provide to retain mentees. Their responses were analyzed for similarities, grouped, and identified as 13 categories of program services. In addition, the respondents were asked what services are more effective in retaining mentees in the teaching profession. These open-end responses were then grouped under the 13 categories to indicate which services were more effective. Table 10 summarizes the categories of services provided to mentees, and the frequency of nominations in each category. The text discusses those services frequently identified, as well as respondents' additional comments.

Personal counseling and guidance. All respondents felt that personal counseling and guidance are among the more important services provided to mentees (Table 10). The region administrators and mentees gave the highest number of their responses to this category. The region administrators felt that this service is effective because mentors offer friendship, nonevaluative counseling, guidance, and support on all matters. The mentees agreed that these same factors made the program effective, and added that mentors also orient mentees to the school and the teaching profession. Mentees felt that personal counseling and guidance are necessary for their self-esteem and desire to continue teaching, as well as for alleviating the feeling of isolation of being a new teacher.

Assisting with classroom instruction. All respondents felt that assisting with classroom instruction is a service provided by mentors to retain mentees in the teaching profession. Mentors gave the highest

Table 10

MTP Services Viewed as More Effective

Service	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Providing personal counseling and guidance	9	33	73	60
Explaining district and school policies and resources	0	6	23	20
Assisting with classroom instruction	3	63	94	55
Assisting with classroom management	4	64	77	54
Observing in the classroom and providing instructional feedback	3	27	12	21
Helping with paperwork and classroom procedures	0	3	17	20
Providing inservice and staff development	6	40	86	23

Table 10 (continued)

Service	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Mediating between mentees and school staff and/or parents	0	0	0	5
Providing release time from the classroom for mentees	0	4	5	53
Assisting with parent conferencing	0	0	0	1
Facilitating communication between new and experienced teachers to exchange ideas	0	0	0	0
Assisting with technical operation of school resources	0	0	0	1
Working with parents and volunteers	0	1	1	0
Total number of responses	25	241	388	313

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

number of their responses in this category. Principals and mentees gave the second highest percentage of their responses in this category. The mentors felt that it is important to share materials and teaching methods with the mentees. Mentors also assist new teachers in understanding what to teach, in planning lessons, and in developing goals and objectives. Assisting with classroom instruction is one service the mentors provide that directly involves working with children. Mentees felt that the instructional materials and ideas shared by the mentors are useful, while principals focused on the help provided in planning effective lessons. The region administrators also focused on lesson planning and locating resources as important services included within this category.

Assisting with classroom management. Another service described as effective in retaining mentees is assisting with classroom management (Table 10). The highest number of principals' responses and the third highest numbers of responses of mentors, mentees, and region administrators are in this category. The principals felt that assisting with classroom management is most beneficial to new teachers, since they are often weak in discipline techniques. Region administrators agreed with the principals, as did the mentors, who added that without discipline and management techniques new teachers have an extremely difficult time teaching. Mentors, in their comments, tended to focus on skills development. Mentees felt that learning discipline and classroom management techniques is valuable. They felt that mentors provide information on how to acquire supplies and materials and are most effective in acquiring classroom supplies.

Providing inservice and staff development. Providing inservice and staff development for mentees is seen as important by principals, mentors, and region administrators (Table 10). The principals and region administrators frequently commented that demonstration lessons provided by mentors are more effective than lectures. The mentors indicated that new teachers need to see effective teaching practices so that they can emulate them. Observing other teachers also allows mentees to see classroom management and discipline techniques, to ask questions and get help for specific problems, and to acquire ideas for classroom implementation. A few mentees also commented favorably regarding the helpfulness of the demonstration lessons.

Providing release time from the classroom for mentees. Mentees were the only respondents, in large numbers, who feel that providing release time from the classroom is a valuable service in retaining them in the teaching profession (Table 10). The mentees indicated that they use release time to observe more experienced teachers in the classroom and to learn new strategies, exchange ideas, and share and identify common problems.

Less Effective MTP Services

Respondents were asked which of the same 13 categories of program services listed in Table 10 are less effective in retaining mentees in the teaching profession. The frequency of nominations in each category is indicated in Table 11. Frequently identified services are discussed in the text.

Table 11

MTP Services Viewed as Less Effective

Service	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Providing personal counseling and guidance	0	5	12	11
Explaining district and school policies and resources	1	11	12	16
Assisting with classroom instruction	1	9	35	28
Assisting with classroom management	0	10	18	16
Observing in classroom and providing instructional feedback	1	18	10	12
Helping with paperwork and classroom procedures	1	3	15	4
Providing inservice and staff development	3	25	52	9

Table 11 (continued)

Service	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Mediating between mentees and school staff and/or parents	0	0	2	2
Providing release time from the classroom for mentees	0	6	6	9
Assisting with parent conferencing	0	0	0	0
Facilitating communication between new and experienced teachers to exchange ideas	0	0	3	1
Assisting with technical operation of school resources	0	0	3	0
Working with parents and volunteers	0	3	1	0
Total number of responses	10	129	216	116

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Providing inservice and staff development. Principals, mentors, and region administrators perceived the inservice and staff development programs to be less effective services. Interestingly, these respondents indicated earlier that these programs are effective services, particularly since this category includes demonstration lessons (Table 10). The principals gave a number of reasons why, in some cases, the inservice and staff development are not effective. These reasons include: time constraints that do not allow for directed lesson examples or that occur when the mentor must travel to another school; ineffective mentors conducting the demonstration lessons; and too few mentors to service the number of mentees. Some principals felt there should be more demonstration lessons, while others felt that staff development in a group situation is less effective than individual attention. The mentors' comments regarding inservice and staff development are related to the appropriateness of the demonstration lessons in terms of subject matter, timing, or direct relationship to the mentees' classrooms. The region administrators indicated that inservice or staff development is often less effective because of poor scheduling or insufficient time for demonstration lessons and individual conferences.

Assisting with classroom instruction. While the majority of mentors said that assisting with classroom instruction is an effective service, several mentors indicated the opposite opinion for a variety of reasons. They indicated that if mentors and mentees do not share the same subject area, it is difficult to provide instructional assistance. Mentors also have their own classrooms to set up, making help with instruction difficult in the beginning of the school year. Some mentors felt they spend too much time preparing materials, a task that could be assigned to paraprofessionals. In addition, the mentors felt that the mentees need less complicated materials rather than kits that take so much preparation time. In lesson-planning, the mentors indicated that some mentees lack patience and flexibility in planning their lessons, which causes difficulty when unexpected things crop up. Many mentees also want to do things "their way" and are not willing to try new methods suggested by the mentors. While resources such as the teachers' center are available to help with classroom instruction, the mentees are often too busy to use them.

The mentees most frequently reported that assisting with classroom instruction is a less effective service. As with the mentors, the mentees indicated earlier that this is an effective service, but gave a variety of reasons as to why the mentors' assisting with classroom instruction could be ineffective. Most often the mentees indicated that mentor help in lesson planning and teaching is less effective when the subject or grade taught differs from the mentor's own assignment or when there are time conflicts created by different schedules. Related comments include these: the seven-point lesson plan is less effective; more help is needed with lesson planning but minimal help was provided; lesson planning is too mechanical and detailed; and mentees do not have time to read the sample lesson plans and other photocopied materials. Other comments related to the experience of the mentees. Some mentees felt their own ideas for motivating students are more effective than the standard suggestions provided by the mentor. Others indicated they had already read the resource book provided by the mentor; furthermore, they found the sample instructional materials provided to be similar to many others available through different sources. Some mentees feel that they are sufficiently experienced and do not need planning help.

Explaining district and school policies and resources. The second highest number of responses from mentees concerning less effective services is for explaining district and school policies and resource procedures (Table 11). The mentees indicated that the explanation of district and school policies often occurs during meetings. The mentees felt that: there is often too much information provided at each meeting, making it impossible to absorb; there are so many meetings that the information is duplicated; the information is not always accurate; orientation meetings do not occur early enough in the year; all of the meetings leave the mentees with only two afternoons per week to work in the classroom; and explanations of school policies and procedures are of secondary importance.

Assisting with classroom management. The category of assisting with classroom management is also viewed as a less effective service by the mentees. Some mentees prefer their own style of classroom management, do not want help with their room environment, or find that help with room planning is arbitrary and judgmental.

Another area of concern is discipline. Mentees felt that help with discipline comes too late; help with discipline techniques is less effective since the mentor does not have ongoing contact with the students; written materials on the subject are less effective because of lack of time to read; and help with discipline is less effective because of cultural differences between the mentee and the students.

Obtaining supplies is a third concern. The mentees felt that: classroom materials procurement could be accomplished by other school staff; assistance with supplies is helpful, but less essential than other services; it is sometimes difficult to obtain supplies because of the mentors' busy schedules; help with supplies is redundant since the resource room provides supplies; help with materials is less effective because the school has very limited resources; and the use of mentor funds is not flexible enough.

Additional comments. The region administrators gave additional responses in several other categories. They felt that the explanation of district goals and policies should be handled by the school administrator, that the sharing of materials is less important than organization, planning, and delivery of instruction, and that observing mentees is ineffective because mentees tend to reflect the mentors' own style.

Extent of MTP Assistance to Mentees

Phase 1 of the MTP evaluation asked for general responses concerning mentor services offered to mentees. These responses were analyzed to identify two groups of services, core and supplemental. Core services are those mentioned most frequently. Supplemental services are those cited less frequently than core services.

In Phase 2 of the evaluation, a sample of Phase 1 respondents (region administrators, principals, mentors, and mentees) rated the extent of their agreement that the core or supplemental services listed are provided by the MTP. Next, they rated how effective each service was in achieving program objectives. Respondents used this agreement scale: 1 = disagree strongly; 2 = disagree; 3 = agree; and 4 = agree strongly. Analysis of variance (ANOVA) was applied to the mean (average) responses to determine any statistical differences. In Table 12, pairs of means marked with the same small letter (a through f) are significantly different from each other. For example, item 1 in Table 12 shows an a below means 3.69 and 3.31. The a indicates that, by their above-chance ratings, mentors and mentees disagree significantly as to whether personal counseling and guidance are provided by the MTP.

Services provided. As shown by their lower mean ratings, mentees were consistently less likely to agree that the 13 services listed in Table 12 are provided by the MTP. For core services 3 through 7, region administrators, principals, and mentors gave significantly higher ratings than the mentees in agreeing that these services are provided.

Table 12

Extent of MTP Assistance to Mentees (Mean Rating)

MTP service	Region administrator (n = 17) Service was:		Principal (n = 177) Service was:		Mentor (n = 247) Service was:		Mentee (n = 265) Service was:	
	Provided	Effective	Provided	Effective	Provided	Effective	Provided	Effective
Core								
1. Providing personal counseling and guidance	3.56	3.29 d	3.51	3.18 e	3.69 a	3.31 f	3.31 a	2.70 d,e,f
2. Explaining district and school policies and resources	3.31	2.82	3.25	2.38	3.51 a	2.59	3.00 a	2.50
3. Assisting with classroom instruction	3.68 a	2.25	3.51 b	2.08 d	3.57 c	2.52 d	3.16 a,b,c	2.26
4. Assisting with classroom management	3.37 a	3.00	3.21 b	3.10	3.34 c	3.22 d	2.71 a,b,c	2.78 d
5. Observing in classroom and providing instructional feedback	3.94 a	2.81	3.85 b	2.94	3.82 c	3.16 d	3.31 a,b,c	2.70 d
6. Helping with paperwork and classroom procedures	3.64 a	3.06 d	3.46 b	2.92 e	3.51 c	2.58	2.81 a,b,c	2.41 d,e
7. Providing inservice and staff development	3.88 a	2.35	3.80 b	2.42	3.79 c	2.50	3.21 a,b,c	2.20

Table 12 (continued)

	Region administrator (n = 17) Service was:		Principal (n = 177) Service was:		Mentor (n = 247) Service was:		Mentee (n = 265) Service was:	
MTP service	Provided	Effective	Provided	Effective	Provided	Effective	Provided	Effective
Supplemental								
8. Mediating between mentees and school staff and/or parents	3.58 a	2.82	3.51 b	3.30 d	3.47 c	3.15 e	2.82 a,b,c	2.81 d,e
9. Providing release time from the classroom for mentees	3.70 a	2.75	3.60 b	3.01	3.58 c	3.03 d	3.20 a,b,c	2.69 d
10. Assisting with parent conferencing	3.41 a	3.06	3.15	2.92	3.28 b	3.00 d	2.77 a,b	2.63 d
11. Facilitating communication between new and experienced teachers to exchange ideas	3.70 a	2.68	3.36 b	2.69	3.39 c	2.97 d	2.69 a,b,c	2.29 d
12. Assisting with technical operation of school resources	3.41 a	2.88	3.16 b	2.65	3.20 c	2.32	2.50 a,b,c	2.26
13. Working with parents and volunteers	3.52	2.37	3.63 a	2.29	3.50 b	2.30	3.05 a,b	2.01

Note. Mean responses based on: 1 = disagree strongly; 2 = disagree; 3 = agree; and 4 = agree strongly. n is maximum count; not all respondents answered all items. Table based on Phase 2 questionnaire.

[a-f] Letters a through f show statistically significant differences ($p \leq .05$; ANOVA and Tukey posthoc analysis) between pairs of means in the same row with the same letter.

Two core service categories are exceptions: providing personal counseling and guidance (1), and explaining district and school policies and resources (2). (Item numbers from Table 12 are in parentheses.) In both cases, only mentors gave significantly higher ratings than did mentees. This indicates some disagreement between mentors and mentees as to whether these two services are provided.

Services effective. In general, the mentees were also less likely to agree that MTP services were effective (Table 12).

The respondents did not differ statistically in their ratings of the effectiveness of core services 2 and 7 (Table 12). The mentors gave a significantly higher rating than did the mentees to assisting with classroom management (4) and observing in the classroom and providing instructional feedback (5). All respondent groups, with the exception of mentees, gave a statistically higher rating to providing personal counseling and guidance (1). Compared with principals, mentors gave assisting with classroom instruction (3) a higher rating. Region administrators and principals gave a higher rating than did mentees to helping with paperwork and classroom procedures (6).

Regarding the supplemental services, there were no statistically significant differences among the respondent groups in their ratings of the effectiveness of services 12 and 13 (Table 12). In three services, mentors gave higher ratings than did mentees: providing release time from the classroom for mentees (9); assisting with parent conferencing (10); and facilitating communication between new and experienced teachers to exchange ideas (11). The principals and mentors gave higher ratings than the mentees to mediating between mentees and school staff and/or parents (8).

In general, the Phase 2 respondents tended to agree that the 13 program services are provided, but to disagree on the effectiveness of those services. The receivers of the services were more likely to give lower ratings to service provision and effectiveness, while respondents farthest removed from the program tended to give higher ratings.

Extent to Which Program Goals Were Attained

Respondents in the four groups were asked to judge the extent to which the MTP has attained its two goals of keeping exemplary, competent teachers (mentors) teaching, and of helping new teachers (mentees) stay in their teaching career. They were also asked to rate the extent to which they believe the MTP is effective.

The Priority Staffing Program (PSP) operated with goals similar to those in the MTP, and hired retired LAUSD teachers and administrators to work in mentor-like roles with new teachers. For comparison with MTP components, retirees in the PSP were asked to rate how well their program had attained its goals of helping inexperienced teachers stay in teaching, and of giving them effective assistance and guidance.

All respondents were asked to use a 5-point, report card (A through F) scale to evaluate goal attainment and program effectiveness. Table 13 quantifies the responses of each MTP group, while the responses of the retirees are reported in the text.

Table 13

Grading MTP Goal Attainment and Effectiveness (Mean Rating)

Item	Region administrator (n = 17)	Principal (n = 177)	Mentor (n = 247)	Mentee (n = 265)
Keeping competent teachers in teaching	2.7	2.9	2.9	2.8
Helping new teachers stay in teaching	2.8	2.9	3.0[a]	2.7[a]
MTP effectiveness	3.1	2.9	3.0[a]	2.8[a]

Note. Mean calculated on 5-point scale: A = 4, B = 3, C = 2, D = 1, F = 0. *n* is maximum count; not all respondents answered all items.

[a] Indicates that the two means in the same row are statistically different at $p \leq .05$.

The MTP respondent groups averaged a B in the marks given to keeping competent teachers in teaching (Table 13). They also gave a B to helping new teachers stay in teaching. Mentors, however, gave it a significantly higher mark than did mentees, and did the same in rating overall MTP effectiveness.

Retirees gave an average mark of B (3.1) to PSP's effectiveness in helping new teachers stay in teaching. They gave an A (average = 3.6) to the PSP's effectiveness in providing assistance and guidance to inexperienced teachers.

Matching Mentor With Mentee

The MTP respondents were asked five questions related to matching mentors with mentees. The PSP retirees were asked similar questions related to their school assignments. Tables 14 through 18 present the responses to each of the five questions. Common responses were aggregated for each of the four respondent groups. The PSP retirees' responses were not tabled because their questions were different; however, where applicable, their responses will be summarized in the text. In cases when individual respondents gave a unique response that could not be aggregated within the common categories, the responses were included within the "other" category in the tables.

Factors upon which matching is based. The highest number of responses from region administrators, principals, and mentors indicated that mentors are matched with mentees according to the subject or grade taught (Table 14). A small number of the mentee responses corroborated the majority response. Most mentees, however, said that they did not know how they were matched with a mentor. Many principals and mentors wrote that region or division administrators match mentors with mentees. The region administrators and other mentors indicated that school administrators are responsible for matching.

PSP retirees are most often assigned to a particular school and its new teachers based on their experience teaching at the school and on their professional relationship with the school's principal. Some retirees indicated that they are assigned to a school by region office staff.

Table 14

Factors Upon Which Mentor-Mentee Matching Is Based

Factor	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Subject/grade level	6	55	59	47
Region/ division	--	39	54	--
School administrator	2	20	50	15
Principal and mentor	--	8	3	--
Number of mentees in school	--	9	--	--
Personality and compatibility	--	13	--	--
Mentor strengths	--	10	1	2
School needs	--	13	1	--
Mentee needs	--	11	--	3
Track schedules in year-round schools	--	10	3	5
Geographic location	--	1	20	17
One mentor on site works with all mentees	--	2	--	11
Same school site	--	8	--	10

Table 14 (continued)

Factor	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Don't know	--	4	14	128
Other	1	21	35	20
Total number of responses	9	224	240	258

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Mentor capabilities and mentee needs. Table 15 shows that, for matching mentor to mentee, region administrators, principals, and mentors generally believe that the subject or grade taught by the mentor is considered relative to that taught by the mentee. The region administrators also felt that mentee need and interpersonal skills are significant considerations. A large number of principal and mentor responses were in the "other" category. According to the mentors, these other factors include background, location, bilingual needs, special education areas, and the number of mentors available. The principals cited similar factors and added that the year-round school tracks the mentors and mentees teach are considered. Again, a large number of mentees indicated that they do not know how mentor capabilities are considered relative to mentee needs. Some mentees believe that mentor teaching experience is taken into account, while a small number said the match depends on subject or grade taught.

The majority of the PSP retirees indicated that a retiree's experience is considered relative to the needs of inexperienced teachers. Close to one-third of the retirees indicated they do not know how retiree capabilities are considered relative to mentee needs.

Monitoring the results of matching. The region administrators, principals, and mentors indicated that the results of matching are generally monitored by the principal or other designated staff at the school site (Table 16). The region administrators and principals indicated that matching is monitored through observations and

Table 15

Mentor Characteristics Considered Relative to Mentee Needs

Factor	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Subject/grade level	4	36	71	25
Strengths/ weaknesses evaluated by principal	--	18	--	--
Mentee need	2	15	7	6
Interpersonal skills	2	14	5	--
Mentor teaching experience	--	12	12	36
Not considered	--	--	25	14
Don't know	--	33	34	101
Other	2	61	62	39
Total number of responses	10	189	213	221

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

conferences with both mentors and mentees. The mentors also use log sheets as part of the monitoring process. The majority of the mentees do not know how matching was monitored. Others said it is not monitored or is monitored by the principal or other administrative staff.

A large number of mentors and principals had responses in the "other" category. According to their comments, the mentors feel that matching is self-monitored, informal, or infrequent. When self-monitoring the results of a mentor-mentee match, mentors also look for growth in teaching skills in the mentees. Some principals relied on feedback from mentors and mentees, including a weekly review of activities with mentees, and student performance. Other principals indicated that region or division administrators monitor the results of matching. In their responses in the "other" category, mentees indicated that matching is monitored by evaluating mentee progress and through evaluation by both mentors and mentees.

The majority of PSP retirees reported that their assignments are monitored through observations of the new teacher or by conferences that include the new teacher, the retiree, and a school administrator. It appears that retiree assignments are often monitored through interpersonal contact. Approximately 20% of the retirees do not know how their assignments are monitored.

Table 16

Monitoring the Results of Matching

Results of matching are monitored by:	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Principal/ administrative staff	3	37	33	18
Conference with mentee	4	39	--	--
Conference with mentor	5	32	--	--
Observation	1	32	--	--
Mentor log sheet	2	17	37	8
Meetings	1	14	17	8
Other	3	48	67	21
Don't know	--	9	45	134
Not monitored	1	5	21	25
Total number of responses	19	233	220	214

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Effectiveness of matching. Table 17 shows respondents' ratings of the effectiveness of matching. Their ratings vary considerably among respondent groups. The majority of region administrators indicated that matching is effective. Their additional comments referred to problems when the mentor has to travel, when personalities clash, and when matching is done in the latter part of the year. One region administrator felt that matching is as effective as possible, considering the inadequate number of mentors, while others felt it is not effective due to the imbalance of subject needs. The largest number of principals' responses show that matching is very effective. Other comments range from satisfactory to effective. The highest number of mentor responses is in the effective category, while approximately 23% of the responses indicate that matching is very effective. The largest number of mentee responses (65) is in the very effective category; 49 indicate matching is effective, 44 indicate it is satisfactory, and 37 indicate it is not effective. A smaller number (27) do not know how effective the matching is.

With the exception of two PSP retirees, the majority expressed positive comments concerning the effectiveness of their assignments. Their work was described as very effective because of good communications or the extra time the retirees are able to give to new teachers. Other teachers said their assignment is "great" or "wonderful" and that the new teachers are eager to learn. Some retirees felt that the effectiveness of their assignments depends on the teacher. Their work is effective with some teachers, but not with others.

Table 17

Effectiveness of Mentor-Mentee Matching

Responses	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Very effective/ excellent/ very good	--	57	50	65
Effective/good/ successful	8	24	73	49
Satisfactory/ okay	1	24	30	44
Not effective	5	4	15	37
Don't know	--	4	20	27
Other	--	34	31	6
Total	14	147	219	228

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Practices to make matching more effective. Mentors and mentees clearly indicated that matching could be made more effective if it were more carefully based on subject or grade taught. The region administrators suggested that the mentors not travel to another school site or that matching practices should be left as they are. Some principals felt that the expertise of the mentor should be matched to mentee needs, while others suggested assigning more mentees per mentor. All respondent groups made several comments that were aggregated in the "other" category (Table 18).

The region administrators indicated a number of ways to make the matching more effective: by having mentors and mentees at the same site, allowing them to spend more time together; by providing a basic number of positions per secondary school to be filled from within or by transfer, then assigning additional mentors as needed; more communication with mentees as to the role of mentors; better subject matter matches; more commitment on the part of mentees; and providing mentors for long-term substitutes and easing restrictions on PSP assignments.

The principals offered several suggestions for making the match between mentors and mentees more effective. Most often the principals felt that the school administrator should match mentors with mentees, and do it based on school need. Other principals suggested that more mentor teachers should be recruited. Another suggestion was to match mentors and mentees within the same school so that mentors would not have to spend time traveling. Many principals felt the current system is already effective.

Table 18

Practices Suggested to Make Matching More Effective

Suggested practice	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Subject/grade level	1	7	51	61
Expertise of mentor matched to mentee needs	--	10	3	10
More mentees per mentor	--	10	--	--
Larger pool of mentors	--	7	--	--
No traveling	2	9	2	11
Driving distance	--	--	14	--
Less mentees per mentor	--	--	6	5
Mentor-mentee compatibility	--	2	10	9
Introductory meetings between mentors and mentees before making assignments	--	--	--	12
Leave as is	2	10	15	15

Table 18 (continued)

Suggested practice	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Don't know	--	7	23	38
Other	4	59	73	39
Total	9	121	197	200

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

The mentors suggested considering distance between schools as a factor in matching mentor and mentee. Many mentors expressed an interest in having more control over the matching process. Others preferred the current system of matching, whatever they thought it to be.

The mentees gave a number of suggestions to make matching more effective. One is to assign mentors to mentees at the same school site. Others had to do with personal reasons such as: matching personalities, teaching styles, or educational philosophies; using mentor-mentee questionnaires or interviews to match needs and personal factors; having introductory meetings of mentors and mentees before making assignments. Another suggestion is to assign only capable, informed mentors.

The retirees frequently suggested that more time is needed by both the retirees or mentor teachers and the mentees. Another suggestion is to start assignments with the opening of school. Other popular suggestions from the retirees are to release teachers for conferences and to assess the skills of retirees accurately, before teaming them with new teachers needing these skills.

CHAPTER 5

FINDINGS ON RELATED ISSUES

The MTP respondents were asked additional questions concerning the length of time a teacher should be a mentor, a process for evaluating mentors, and reasons why more teachers do not apply to become mentors. The retirees were asked to indicate when an inexperienced teacher no longer needs a retiree's services and what would attract more retirees into the PSP to work with inexperienced teachers.

Indications a Mentee No Longer Needs a Mentor's Services

Region administrators, principals, and mentor teachers generally indicated that mentees no longer needed mentor services when they display effective classroom management (Table 19). Region administrators also felt that the relationship could end through mutual consent of the mentee, mentor, and principal. The highest number of mentees' responses indicated that a mentee should show satisfactory levels of self-confidence, skills, knowledge, and ability. In addition, principals indicated that mentors could recommend that a mentee no longer receive assistance. Mentors and mentees both felt that a mentee no longer needs a mentor's services when the mentee asked fewer questions.

The PSP retirees were asked a similar question concerning inexperienced teachers. The majority of the retirees indicated that a new teacher no longer needs assistance when he or she has developed proper classroom management, good discipline, effective teaching skills, and can accomplish objectives. Some retirees felt the decision is based on the judgment of the principal, new teacher, or retiree.

Optimum Number of Years a Teacher Should Be a Mentor

The mentors felt that a teacher should be a mentor for an average of 5 years; principals, 4; and region administrators and mentees, 3.

The majority of all respondents agreed, however, that there should be no formal limit on the number of years a teacher should be a mentor, as long as the mentor is effective and wants to continue. Another large number of respondents indicated that the number of years a mentor should serve depends on the individual and that each mentor should be evaluated individually and periodically.

Table 19

Indications That a Mentee No Longer Needs a Mentor's Services

Indication	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Effective classroom management	5	41	61	27
Satisfactory levels of self-confidence, skills, knowledge, and ability	1	18	36	87
Request of the mentor	--	18	--	--
Mutual consent of mentee, mentor, and/or an administrator	3	14	1	31
Reduction in number of questions asked	--	9	34	38
Principal's judgment	1	--	21	--
Self-directed; independent	--	2	18	--
Ongoing professional relationship always useful	1	2	12	22
Don't know	--	3	--	20

Table 19 (continued)

Indication	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Other	3	30	66	30
Total	14	137	249	255

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Optimum Number of Years to Serve on the Mentor Selection Committee

All respondents felt that a committee member should serve on the mentor selection committee for an average of 3 years. The majority of the mentees did not give an explanation for the number of years they suggested, although several said there should be no limit if the members are willing and able. The region administrators and principals generally felt that the time served should be limited. The principals felt that the limited time would give others an opportunity to serve, that new ideas come from new members, and that not as much time would be spent away from the school. The region administrators indicated that the selection process could become a "closed system" if some limitations were not applied. A 3-year limit should be imposed because serving on the committee has become a power struggle with too much influence from veteran committee members. Some region administrators felt that less than 3 years should be served because members should not serve on the committee that originally selected the mentor and also be on the renomination committee for the same mentor.

A large number of mentors (58) felt that service on the selection committee should be for an indefinite number of years. An equally large number (60) felt that the term should be limited to 3 years. These mentors went on to comment about the "power" of the selection committee and the lack of objectivity that can occur after lengthy service on the committee.

Evaluating Mentors

There is currently no formal process for evaluating mentors during their 3 years of service. The majority of region administrators (75%), principals (88%), and mentees (74%) felt that some form of evaluation is needed during the mentor's 3 years of service. A smaller percentage of mentors (42%) felt they should be evaluated.

The region administrators indicated that mentor evaluation should take place prior to renomination and that mentor logs are not reliable evidence of competence. Other region administrators suggested that the Stull evaluation should reflect mentor service, that informal evaluation through needs assessment should take place, or that ongoing visits to observe are the best evaluation tools but are time consuming. Those region administrators who felt mentor evaluation was necessary indicated that if the selection committee is good, monthly logs serve as an evaluation tool.

The principals generally felt that other appropriate school administrators or mentees should have a say in evaluating mentors. The principals indicated a number of reasons for evaluating mentors: to determine the effectiveness of the mentors; to "weed out" ineffective mentors; or to provide feedback to mentors so they can make necessary task changes. Suggested methods for evaluating the mentors are to evaluate log books, look at the achievement of specified criteria, or visit classrooms to observe. Those principals who were not in favor of evaluating the mentors indicated that the mentors had already been screened through the selection process, that the principal should monitor mentor performance informally and solve problems when they surface, or that evaluation will add another layer of administrative work.

Mentees who were in favor of evaluating mentors indicated that evaluation keeps everyone "on their toes" and will validate good mentors and weed out poor mentors. These mentees felt that evaluation is needed to assure that the program accomplishes its goals. Several mentees also suggested that they, as well as a supervisor, evaluate the mentors. Those mentees who did not feel mentor evaluation was necessary indicated that they preferred the current informal process and that a formal evaluation would add another burdensome paperwork process. Some mentees felt that evaluation was not needed if there is an effective selection process.

Mentors who thought evaluation was necessary gave suggestions for who should complete the evaluation. Some mentors felt the principal should evaluate them; others suggested a director of instruction or the mentees. Yet others suggested that mentee progress be used to judge mentor effectiveness. Those who did not think evaluation was necessary felt that their log books reflect whether evaluation is needed, that the principal already evaluates the mentors, that the selection process is sufficient, and that a formal process is not necessary but informal feedback is good. Some mentors simply felt that evaluation is not needed.

Barriers to Mentor Recruitment

All respondents were asked why they think more teachers do not apply to become mentors. Table 20 shows the most common reasons.

The two main reasons why more teachers do not apply to become mentors are that they fear they will be transferred, and they feel that being a mentor requires too much work and extra responsibility. Mentors were concerned about neglecting their own classes because carrying out mentor duties is too time-consuming and there is not enough release time. Mentees also said that being a mentor adds too much time to an already heavy teaching load, and cited insufficient monetary or professional compensation.

Table 20

Reasons Why More Teachers Do Not Become Mentors

Indication	Region administrator (n = 17) f	Principal (n = 177) f	Mentor (n = 247) f	Mentee (n = 265) f
Too much work and extra responsibility	3	48	97	58
Fear of transfer	7	67	94	12
Concern about neglecting their own classes	3	27	42	20
Too time-consuming and not enough release time	--	--	40	--
Lack of monetary or professional compensation (too little pay)	--	5	28	27
Too much extra time on top of already heavy teaching loads	--	3	2	56
Insufficient publicity	--	4	--	15
Application process stressful	3	6	27	12

Note. Total responses may exceed total respondents because of multiple responses. Also, not all of those surveyed responded to all items. Table based on data from Phase 1 questionnaire. Maximum number of respondents possible appears in parentheses.

Respondents' Suggestions to Improve The Program

Tables A-1 through A-5 in Appendix A provide detailed information on a variety of different issues concerning the Mentor Teacher and Priority Staffing Programs.

Time constraints. Providing more release time for mentors was recommended by a large number of respondents. The respondents also suggested:

- providing more release time for conferences (Table A-1)
- assigning mentors to four or less teaching periods (Table A-1)
- assigning mentors completely to the MTP on a full-time basis for the entire period of their mentorship or for a limited time (Tables A-1, A-2)
- reducing the number of meetings and needed paperwork (Table A-1)
- working with mentees during the summer (Table A-2)
- providing substitute teachers for mentors to cover the mentor class time when they are working with mentees (Table A-2)
- increasing the retirees' time allowed to work (Table A-5)
- providing more time for mentors at the beginning of the year (Table A-2)

The major problem identified by the respondents is that mentors have class duties and teaching responsibilities during the same time they are supposed to provide services to mentees. New teachers need the most guidance and help during the time that they are teaching. In order to provide useful feedback, mentors should observe mentees' teaching methods, class organization procedures, and their teaching techniques. A mentor has to sacrifice class time to be able to help a mentee. School principals, region administrators, and mentors see this as an unfair practice, especially for the mentor's students.

Transfers. Another crucial point in the Mentor Teacher Program is the proviso that mentors could be transferred mandatorily to other regions and school sites where they are needed. According to data provided by the mentor program office, only a small proportion of mentors were transferred to other sites. However, the mentors generally oppose the mandatory transfer rule. Some suggestions to improve the transfer of mentors are to:

- allow transferred mentors to work in their own subject field (Table A-1)
- support mentors who move to another school, since these mentors are in an unfamiliar situation (Table A-1)
- select mentors from the same school site or from schools located in the same region and relatively in the same area (Tables A-1, A-2)
- approve return rights to mentor's home school when mentors end their mentorships (Table A-2)
- assign mentors to mentees on the same track at year-round schools (Table A-2)

Teachers often are not comfortable in transferring to new sites because of driving distance. Furthermore, teachers who are assigned to other schools see themselves in an unfamiliar situation. They are not knowledgeable about the new school's resources and procedures. One solution would be to select mentors from existing staff at a school and match them with mentees newly assigned to that same school. This nontransfer policy could help attract other teachers to mentoring, without the fears of separation and unfamiliarity from their home school.

Inservice. A sampling of topics suggested by some respondents for inservice and staff development are: team teaching, available district services, special education topics, emotional support, guidance and counseling, and identification of important instructional issues. It was also suggested that inservice be provided in the beginning of the year or in the summer. Other suggestions about inservice training are to:

- provide training for academic mentors in nonacademic areas (Table A-2)
- provide more training about classroom and time management and lesson planning for mentees (Table A-2)
- include new teachers in mentor inservice (Table A-4)
- conduct a series of sensitivity workshops at school sites to help new teachers in their relationships with administrators, parents, and other teachers (Table A-5)

Program requirements and work conditions. A point of concern for a few mentors is that they are accountable to their principals for their regular duties and to region administrators for their mentoring responsibilities. This double accountability puts them under a lot of pressure. Some of the suggestions (Table A-1) expressed by the mentors regarding mentors' work requirements and working conditions are to:

- lower expectations that mentees' success depends on the mentors' work
- distribute mentors fairly among schools
- take the homeroom responsibilities in secondary schools away from mentors
- not make mentors subadministrators
- clarify mentor responsibilities early in the year

School principals have a different set of expectations for mentors, such as to:

- discuss mentees' performance with principals
- let coordinators monitor mentors

- let mentors monitor mentees' performance
- organize and prioritize their MTP activities
- have mentors monitored and supervised by principals (Table A-2)

Mentees are expecting more clarification on roles and responsibilities of the mentors, better organization, and more time available when their assistance is needed. PSP retirees want more involvement and acceptance by the schools and their faculties.

Mentor-mentee relationships. The most impressive point about mentor/mentee relationships is the number of mentees assigned to a mentor, and the duration of this assignment. The average number of mentees assigned to one mentor is three, but the range is from one to five. A closer evaluation of this issue is needed to provide a better understanding of the impact of the number of mentees assigned to mentors. However, because of the individual differences among mentees and the number of hours they need help, a better measure of assignment should be implemented, such as the number of hours mentees need assistance. These hours should be reported by the mentees and approved by the principal or a designated administrator.

Other suggested changes related to the mentor-mentee relationship are to:

- extend the period of time a mentor works with a mentee to 2 years, at the request of the mentee (Table A-1)
- provide special assistance to mentees who need more assistance than a mentor can provide, at the request of the mentor (Table A-1)
- increase the time for mentor-mentee conferences (Table A-1)
- limit the number of mentees to two per mentor (Table A-2)

- make mentees more responsible to their mentors (Table 2)
- observe mentees in their classrooms on a consistent basis (Table A-4)
- let mentees observe their mentors' performance in their classrooms (Table A-4)

Promotion. Some of the mentors are interested in making their position one step in a promotional career ladder for mentors rather than a one-time experience, and in providing incentives for outstanding mentors.

Selection. The teacher applicants complete extensive forms about their background and performance, and provide other written information that is used during the selection process. While the criteria for being selected as a mentor are available to the applicants, they may be unaware of the internal, qualitative procedures. Respondents' suggestions for the selection process are to:

- expand the availability of the selection criteria (Table A-1)
- eliminate interviews from the selection process (Table A-1)
- select teachers based on their educational backgrounds, work experiences, and other related professional skills (Table A-1)
- attempt to select mentors from various subject fields at the same school (Table A-2)
- make principals' endorsements confidential (Table A-2)
- involve principals in mentor selection (Table A-4)
- select mentors by mentees (Table A-4)
- revise the selection process and make the selection criteria public (Tables A-1, A-2, A-4)

Evaluation and monitoring. Respondents raised a number of points regarding evaluating the mentors' performance and effectiveness. The most important and salient recommendations are to:

- evaluate mentors' performances regularly by both mentees and administrators (Tables A-1, A-4)
- evaluate mentors' performances by a selected committee of mentors (Table A-1)
- include principals' assessments of the mentors' performances in the evaluation (Table A-1)
- review mentors' monthly activity logs (Table A-2)
- monitor mentors more closely and more frequently (Table A-2)
- train the evaluation committee (Table A-2)
- evaluate mentors' performances by an outside agency (Table A-2)

Renomination. The main concern about renominating mentors is that standards and criteria for renomination are not available to those who are to evaluate the candidate. Some requested that the measures be publicized. Other concerns related to the renomination process are to:

- find alternatives to interviews, such as presentations (Table A-1)
- allow mentors to have their own renomination committee (Table A-1)
- take into account mentees' and principal's evaluation of the mentor's performance (Table A-2)
- make the mentor renewal process less formidable (Table A-4)

Mentor-mentee match. Matching mentor and mentee based on the grade and subject matter they both teach, and on their area of expertise are the most frequently mentioned suggestions from secondary schools. Other suggestions (Table A-1) on the matching process between mentors and mentees are to:

- reevaluate the matching process

- account for both mentors' and mentees' views and their cultural backgrounds

Financial considerations. The main issue related to financial matters is to increase both the mentor's stipend and the money available to mentors for materials, supplies, and transportation. Respondents' other suggestions are to:

- not deny mentors other possible benefits (Table A-1)
- allow extra pay for bilingual mentors (Table A-1)
- give control of the mentor budget to the mentors (Table A-1)
- pay mentors based on the number of hours they spend with mentees in the classroom (Table A-2)
- allow flexibility in using transportation money for other purposes if mentor is not using it (Table A-2)
- monitor mentor's use of mentor money (Table A-2)
- combine the PSP retiree and mentor budgets to provide full-time mentors (Table A-2)

Authority. Mentor teachers are expected to provide many services and to develop inservice programs for mentees. However, they believe that they are restricted while being given a lot of responsibilities. Mentors believe they should be able to meet mentees without notifying their administrators. They wish to be included in decision-making processes. By contrast, one principal suggested that mentors should provide a monthly visitation schedule to be approved by the principal.

Communication. Mentees need more information on the MTP, possibly in an orientation bulletin with type and duration of available services and lists of resources and funds. Many new teachers do not know what to ask or expect from a mentor teacher. Other suggestions are to:

- facilitate more communication between mentors and mentees (Table A-4)
- improve communication between district and regional offices (Table A-1)
- allow administrators to attend mentor teacher orientations (Table A-1)
- coordinate the work of mentors and coordinators (Table A-1)
- provide an MTP network among schools regarding the exchange of ideas (Table A-2)

CHAPTER 6

SUMMARY AND DISCUSSION OF FINDINGS

Summary

1. In the 4-year time period being considered in this report, 1,107 mentors were appointed. Of these, 4% were transferred from one region to another, 8% remained within their original region or division but were transferred to another school, 7% were promoted, 7% resigned either from the MTP or the district, less than 3% went on leave, and less than 1% of the mentors retired.

2. Black teachers are overrepresented in the mentor population compared to their overall numbers in the district while Asian, Hispanic, and White teachers are underrepresented.

3. In comparing the MTP to the retiree component of the PSP, the respondents who felt that mentors provide better assistance to new teachers did so because mentors are available on site and are knowledgeable about school policies and procedures and new approaches in teaching. Those who felt the retirees provided better assistance did so because retirees are available during class hours and are flexible in terms of time.

4. According to the respondents, the following services are seen as the most effective in retaining mentees in the teaching profession: personal counseling and guidance; assisting with classroom instruction; assisting with classroom management; and providing inservice and staff development.

5. Compared to other respondents, mentees were consistently less likely to agree that certain services are provided by the MTP and that these services are effective.

6. In assigning an A through F mark to goal achievement and overall effectiveness of the MTP, respondents assigned a B to keeping competent teachers in the teaching profession, and helping new teachers stay in teaching. The respondents gave a B to the overall effectiveness of the MTP.

7. In assigning an A through F mark to goal achievement of helping new teachers stay in teaching, the PSP retirees assigned a B. The retirees assigned an A when marking the overall extent to which the retiree component of the PSP is effective in providing assistance and guidance to inexperienced teachers.

8. Region administrators, principals, and mentors indicated that mentors are matched with mentees based on subject or grade taught, while mentees often indicated they do not know how they were matched with their mentor.

9. Region administrators, principals, and mentors generally believed that the subject or grade taught by the mentor is considered relative to that taught by the mentee. Again, mentees did not know how mentor capabilities are considered relative to mentee needs.

10. The results of matching mentor to mentee are generally monitored by the principal or other designated staff at the school site. The mentors also use log sheets as part of the monitoring process.

11. Region administrators, principals, and mentors felt that the match between mentors and mentees was effective or highly effective. While generally agreeing with this judgment, some of the mentees also indicated that matching was satisfactory and others said it was not.

12. Practices that would make matching even more effective include: more carefully basing the match on subject or grade taught; having mentors perform their services at their home school; and matching the expertise of the mentor to mentee needs.

13. An indication that a mentee no longer needs a mentor's services is evidence that the mentee displays effective classroom management. Mentors suggest that mentoring new teachers after the 1st year should be continued at the request of their mentees.

14. The respondents indicated that there should be no formal limit on the number of years a teacher should be a mentor as long, as the mentor is effective and wants to continue. This decision should be an individual one, and each mentor should be evaluated periodically.

15. In general, the respondents felt that a mentor selection committee member should be limited to 3 years of service on the committee.

16. The region administrators believed that more teachers do not apply to become mentors, because they fear they will be transferred.

17. Mentors and mentees said that being a mentor is too much work and that mentors have extra responsibilities which discourage teachers from becoming mentors.

18. The MTP respondents agree that mentors' teaching hours should be reduced so that mentors can be available to new teachers during class hours.

19. In relation to time and availability, respondents want mentors to devote their time completely to mentoring for a limited period, such as the beginning weeks of the school year.

20. Mentors have negative feelings toward the policy of being transferred to new sites, and declared that as a reason why more potential mentors do not apply for mentorship positions.

21. Mentors requested more inservice training to receive information about team approaches to teaching, district services available, special education, emotional support and stress management, peer counseling, and curriculum development.

22. Both mentors and mentees need clarification of mentor responsibilities.

23. Reducing the number of mentees assigned to mentors was suggested by a number of respondents.

24. Respondents suggested that mentor selection and renomination procedures, standards, and criteria be revised and disseminated to all district teachers.

25. Monitoring and evaluating mentors need close attention, according to a number of participants. Some of the new teachers and their principals suggested that their feedback be taken into consideration when evaluating and renominating mentors.

26. Mentors would like to have more autonomy in their work activities.

27. Principals would like more control over mentor activities.

28. A common point raised by almost all categories of respondents is the need to improve communication for the MTP.

Discussion

Past research has shown the problems of retaining experienced teachers in the teaching profession (Grissmer and Kirby, 1987; Jensen, 1987; Engelking, 1987). The Mentor Teacher Program (MTP) was developed to retain experienced teachers and to assist new teachers in the teaching profession. This report on the MTP in LAUSD shows that the program has had some impact in achieving the desired objectives.

Between spring 1984 and spring 1986, 3% of the mentors resigned from the district. In Volume 2 of this report, comparisons between mentors' rates of resignation and those of a comparable group of teachers from the district will provide information about the effect of the MTP on retaining mentors in the teaching profession. Presently, the resignation rate seems to be low for those teachers who have been selected as mentors.

The rate of retirement for mentors was less than 1% during a 2-year review period. With an average of 17 years of teaching experience, most mentors are in the first half of their career and can provide a wealth of knowledge and skills to those who are beginning their profession.

The majority of the mentors are female, which to some extent represents the district distribution. However, in terms of ethnicity, Black teachers are overrepresented in the mentor population and Hispanic teachers are underrepresented.

Shulman and Colbert (1986) pointed out many of the problems and frustrations that mentors experience during their tenure as mentors. This study documents some of these problems. Mentors are highly experienced in all areas of their profession, especially in teaching skills. A majority of them worked as parent coordinators, team teachers, resource teachers, and instructional advisors. However, time limitations and their own teaching responsibilities make it difficult to be more effective in providing services to new teachers. Heyns (1988) also attributed heavy workloads and extra responsibilities as the main impediments to teaching in general. New teachers indicated that they need support and guidance from their mentors during class hours when they are directly facing a problem. McLaughlin et al. (1985) have indicated that new teachers need consistent attention over time rather than piecemeal help. On the other hand, there is concern about the mentors' students when the mentors must frequently leave their classrooms to help others.

In analyzing questions concerning the program effectiveness and goal attainment of the MTP, comparisons were made with the retiree component of the Priority Staffing Program (PSP). Both programs share a similar objective in attempting to help inexperienced teachers. While mentors must take time away from their own classrooms to provide services to mentees, the retirees do not have their own classrooms to worry about and can devote more time and attention to a new teacher. Alternatively, retirees may not be as up-to-date on teaching techniques as the mentors who are still practicing teachers. The retirees are often assigned to a school because the principal knows of their experience and qualifications, while mentors unknown to the principal may be assigned to an MTP school.

There is not a formal selection process in the retiree component as there is in the MTP. Consequently, retirees do not feel the stress of the application process as do the mentors. The means of providing feedback to the new teachers also seems to be more personal in the retiree component, compared with the MTP.

Although a mandatory transfer of mentors to another school or region is mentioned by a number of participants as a block to applying for mentorship, records show that only 41 mentors were transferred over a 4-year period. This finding lends support for reexamining the mandatory transfer policy and possibly giving applicants the option of returning to their own schools at the end of their mentor contract.

The mentees, as recipients of program services, presented an interesting contrast to the other respondent groups. They were unaware of many aspects of the program. They often did not know how they were matched with their mentor and often felt that the match was inappropriate.

The matching issue itself allowed for interesting comparisons among the respondent groups. Respondents disagreed on who matched mentors with mentees. This could indicate one of three things: (a) there is no formal matching process; (b) there is a formal matching process, but not everyone has received consistent information on matching; or (c) there is no consistent method to match mentors with mentees. These options are suggested by the number of mentors and mentees who commented that matching should be based on subject or grade taught. McKibbin et al. (1987) also indicated the importance of matching mentors with mentees by subject taught.

There is currently no formal evaluation process for mentors. The results clearly indicate that an evaluation process is needed for the program. While some respondents felt that the selection process is enough to guarantee that effective mentors are chosen, other respondents felt that the selection process is too political. A majority of region administrators, principals, and mentees indicated that some form of evaluation is necessary during the 3-year mentoring period.

Mentors perform an important and necessary service, and it would be helpful if more mentors could be recruited into the program. The main barriers to mentor recruitment, according to all respondents, are fear of being transferred to another school, the burden of extra work and responsibility added to their teaching assignments, and the neglect of their own classes. The renomination process was criticized by a number of mentors who asked that the selection criteria be clarified and that the interviews be deleted.

The LAUSD study of the MTP verified the results from other research projects on mentors as well as pointed out ways to make the program more effective. Some of the barriers to recruitment such as fear of being transferred to another school and neglect of the mentor's own classroom could be removed to attract more mentors into the program.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The MTP was designed to encourage exemplary, competent teachers (mentors) to continue teaching, and to provide assistance to new or inexperienced teachers (mentees).

This evaluation of the MTP was undertaken to answer two basic questions:

1. How effectively have the MTP components operated to approximate program goals?
2. To what extent has the MTP attained its goals?

The majority of teachers who have participated in the MTP since spring 1984 have remained in the teaching profession and in LAUSD. Volume 2 of this report will present data comparing the retention rates of program and nonprogram personnel.

Region administrators, principals, mentors, and mentees generated a list of 13 general service categories that encompass a number of specific services offered by the program. All of the respondents indicated that services provided under three of these categories are the most effective components offered by the program: inservice and staff development; help with classroom instruction; and assistance with classroom management. Clearly, assistance is being provided to new or inexperienced teachers in these three areas as well as in others. Interestingly, some respondents also indicated that these same three services are among the less effective services offered by the program. Their suggestions for improvement are included in the recommendations.

The mentees are perhaps the most appropriate group to comment on the assistance they need and receive from the program. Using the list of service categories generated by the respondents, mentees were less likely to agree that the services are provided. The mentees were also the most critical evaluators of program effectiveness. While they agreed that certain services are provided by the mentors, they indicated less than full agreement that the services are effective.

The respondents gave a collective B mark to the achievement of both program goals: (a) keeping competent teachers in teaching, and (b) helping new teachers stay in teaching. Thus, while the program has had some influence on reaching these two important goals, the findings indicate there is still room for improving the effectiveness of the services provided.

Recommendations

Based on the findings from this evaluation of the MTP, the following recommendations are offered:

1. Combine the MTP with the retiree component of the PSP since the programs overlap to a great extent. The two programs serve different areas of new teachers' needs and would be more effective if combined.

2. Explore the feasibility of changing state legislation to allow for evaluating the effectiveness of mentors by nonadministrators, and for evaluating the progress of mentees to decide whether they should continue to receive program services. In redesigning the process for evaluating mentor effectiveness, feedback from mentees should be considered because they are in the best position to judge the utility of help received from mentors.

3. Develop criteria for mentors or other appropriate staff to decide whether mentees should continue to receive program services.

4. Make the match between mentors and mentees more effective by basing the match on subject or grade taught, by allowing mentors to stay at their home school, or by matching the mentor's expertise with the needs of the mentees. This last suggestion requires that the mentor's expertise and the mentees' needs be assessed.

5. Analyze (and offer, if warranted) the option of returning transferred mentors to their home school after their term of service.

6. Examine more closely the appropriateness of the inservice and staff development, help with classroom instruction, and help with classroom management components of the program. These components should be assessed for their effectiveness in meeting mentee needs.

7. Review (and strengthen, as needed) the recruitment process that could attract more Hispanic, Asian, and White mentor teachers, to match more closely the ethnic distribution of teachers in the district.

8. Limit committee member service on the mentor selection committee to 3 years.

9. Evaluate further the MTP components that its participants do not find to be as effective as they could be. A committee approach, using representatives of all of the respondent groups in the current study, may be useful.

10. Assess the policy of transferring teachers to new sites once they accept a mentorship.

11. Review (and strengthen, if needed) the process for publicizing to the MTP participants the criteria for matching mentor to mentee.

12. Define explicitly the criteria and standards for selection and renomination of mentors.

13. Review teaching hours for mentors and assess the possibility of more release time for mentors to help new teachers.

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APPENDIX A

Participants' Suggestions and Recommendations

Table A-1

Mentors' Suggestions and Recommendations on the MTP

Suggestion	Frequency Phase 1	Frequency Phase 2
Time constraints		
Provide more release time for conferences.	48	6
Assign mentors to four or less teaching periods.	26	30
Lessen paperwork.	18	--
Assign mentors completely to the MTP.	12	--
Increase the length of a mentor assignment to 4 years.	1	--
Assign mentors on a full-time basis for a semester.	4	--
Provide a flexible schedule so that mentor activities do not take time away from mentor's class time.	--	6
Reduce the number of meetings and staff development sessions.	4	--
Assign regional meetings to 1-3 p.m.	1	--
Give mentors more time to complete their own coursework.	--	1
Reduce the number of committees on which a mentor serves.	1	--
Transfer		
Do not transfer mentors away from their schools.	10	3

Table A-1 (continued)

Suggestion	Frequency Phase 1	 Phase 2
Allow transferred mentors to work in their own fields.	1	--
Mentors who move to another school need support because they are in an unfamiliar situation.	2	--
Inservice		
Provide inservice on team teaching approach, district services, special education, emotional support, peer counseling, and curriculum development.	9	--
Program requirements and work conditions		
Lower the expectation that mentees' success depends on mentors' work.	3	--
The distribution of mentors is unfair.	1	--
Reduce the stress and pressure from principals and region offices.	3	--
Take away the homeroom responsibilities from mentors.	2	--
Do not make mentors subadministrators.	2	--
Clarify mentor assignments and responsibilities early in the year.	7	--
Mentor-mentee relationship		
Assign three or less mentees to one mentor.	4	--
Provide opportunity of working with mentees before they start their class assignment.	2	--
Extend the time a mentor works with a mentee to 2 years.	2	--

Table A-1 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Provide opportunities for a practice teaching program for mentees on a regular basis.	3	3
Provide more assistance to teachers who need more than a mentor can provide.	1	--
Increase the time for mentor/mentee conferences.	2	1
Promotion		
Mentors who finish mentorship program should be promoted.	1	--
Provide a career ladder for mentors.	1	--
Provide incentives for outstanding mentors.	1	—
Selection		
Select mentors based on their education, experience, and other professional requirements rather than an interview.	2	--
The application process is time-consuming.	1	--
Construct clear and consistent criteria and standards for mentors and provide them to teachers.	2	--
Keep politics out of selection process.	1	--
Evaluation and monitoring		
Mentors should be evaluated by mentees.	3	--
Mentors should be evaluated by a selected committee of mentors.	1	2
School principals should be aware of the mentors' work if they are evaluating them.	2	--

Table A-1 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Renomination		
There are problems with the renomination process; no clear criteria are available to mentors.	4	3
Find alternatives to interviews such as presentations and inservice.	2	--
Publicize criteria for renomination.	4	--
Mentors should have their own renomination committee.	1	--
Renominate a mentor only once.	1	--
Mentor-mentee match		
Reevaluate mentor-mentee matching process.	2	--
Take into account the mentor's view for matching.	1	--
Mentors should not be forced on mentees.	1	--
Match mentors and mentees on subject matter.	--	2
Take factors such as sex, age, and cultural background into account in the matching process.	1	—
Financial considerations		
Increase mentors' yearly allowances.	12	--
Assign more funds for materials, supplies, and transportation.	3	--
Mentors should not be denied other benefits.	2	--
Allow extra pay for bilingual mentors.	1	--

Table A-1 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Give control of the mentor budget to mentors.	4	--
Authority		
Mentors should be able to meet mentees without administrators' notice.	1	--
Mentors should have more autonomy and authority.	4	2
Reduce regional control over mentors' work.	1	--
Include mentors in decision-making.	3	--
Communication		
Increase communication among mentors.	2	3
Provide better communication with district and regional offices.	2	--
Allow administrators to attend mentor program orientations.	1	--
Increase communication so that all teachers know what the nature of the program is.	3	3
Provide more support from district administrators and school principals.	7	5
Coordinate the work of mentors and coordinators.	1	--
Design a committee of school administrators, mentor program administrators, selection committee representatives, mentors, school principals, and evaluators to review the MTP and its procedures.	1	--
Other suggestions		
Have mentors as resource teachers for all teachers.	--	3

Table A-1 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Designate a classroom for mentor activities.	1	--
Every school should have at least one mentor.	1	--
Provide a better procedure for substitution.	7	--
Continue the MTP Advisory Committee.	1	--
Expand the PSP.	1	--

Note. Table based on responses to an open-end question in Phases 1 and 2 questionnaires. Phase 1 maximum n = 247. Phase 2 maximum n = 92.

Table A-2

Principals' Suggestions and Recommendations on the MTP

Suggestion	Frequency	
	Phase 1	Phase 2
Time constraints		
Assign a cadre of mentors to work with mentees for a limited period of time.	1	--
Spend more time with mentors.	2	5
Mentors need to be freed from classes so their students won't suffer from lost time.	15	11
Mentors should be paid to return 2 weeks before school opens to work with mentees.	1	--
Elementary mentors should get a free period, as secondary mentors do.	1	--
Two mentors should share the responsibilities of one class so they can have time to mentor without losing their own class time.	3	--
The difficulty mentors have in getting out of their own classrooms limits their effectiveness.	1	--
A substitute teacher should be assigned to cover the mentor's class while the mentor is on reduced time, provided a pool of substitutes is used.	3	1
Mentors should hold a full-time position for a limited period of time.	4	--
Mentor meetings should not be held during school hours.	2	2
Mentors and mentees should have release time to plan their activities.	1	6

Table A-2 (continued)

Suggestion	Frequency Phase 1	 Phase 2
Reduce district and region meetings.	--	1
Assign mentees in summer and set up mentor/mentee conferences during summer or off-track time.	--	1
Mentor position time interval should be extended to 6 years.	--	1
Transfer		
Follow through with displacement of mentors to schools where needed, with input from principal at over-mentored sites.	1	--
There should not be more than three mentors in any school, for the program to run effectively.	1	--
Mentors should work only at the mentor's campus.	5	--
Schools with many new, inexperienced teachers need many mentors; more capable teachers should be encouraged to participate.	1	--
Mentors need to be in the school where they are needed most.	3	2
Most of the teachers or mentors do not seek nomination or renomination because they do not want to risk being transferred.	4	--
Working with teachers at other schools is difficult, but perhaps the district could get more mentors to go to other schools if applicants were guaranteed return rights.	1	--

Table A-2 (continued)

Suggestion	Frequency Phase 1	 Phase 2
YRS mentors could serve at traditional sites when they are off-track.	2	--
Assign mentors to mentees in the same track.	--	1
Mentors unsuccessful at one site should be transferred to another before being removed from the program.	1	--
Inservice		
Provide more periods of meaningful training.	4	1
Provide inservice on coaching, peer counseling, and other related skills for mentors.	4	3
Provide inservice for academic mentors in non-academic areas.	--	1
Provide more inservice on classroom and time management for mentees.	--	3
Program requirements and work conditions		
Classify and define mentors' duties and responsibilities.	1	--
Mentors should be allowed to discuss concerns about mentees' performances openly with school administrators.	1	--
Reduce the amount of work for mentors, to let them be more effective.	--	1

Table A-2 (continued)

Suggestion	Frequency Phase 1	 Phase 2
Coordinators from LAUSD should observe mentors and mentees in the classroom, and meet individually and in groups with mentors, mentees, and administrators-in-charge at each school.	1	--
A mentor should not only mentor but also monitor mentees' performance.	2	--
Effective mentors must have the ability to organize and prioritize, along with their creative abilities and special talents.	1	--
A mentor now has two bosses--the principal and the region/division supervisor; give total responsibility to school principals.	1	--
Regional meetings need to meet the needs of mentors.	--	1
Team the mentor with a site administrator.	--	1
Mentor-mentee relationship		
Limit the number of mentees to two per mentor.	1	--
Expand mentor services to all teachers, not just new teachers.	1	--
Make mentees more responsible to mentors.	1	--
Some mentees have been assigned to a different mentor each semester.	--	1
Some mentees cannot be helped by mentors.	--	2
Reduce mentor-mentee ratio.	--	1
Assign fewer mentors to help new teachers.	--	1

Table A-2 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Selection		
Care should be taken to attempt to select mentors from various subject fields at the same school.	1	--
The selection process could be improved by making principals' endorsements confidential.	1	--
Based on proven ideas and suggestions, principals at the local school should be in a position to appoint, interview, and hire mentors for the individual schools.	1	--
The nomination process should focus on mentoring skills rather than on demonstrating teaching skills.	4	--
The selection process needs improvement.	1	--
Region advisors are much more reliable and helpful in working with teachers; many mentors are excellent teachers but are not effective in interacting with mentees.	1	--
The selection committee should really scrutinize, do a few observations, and speak with the principal.		
When a mentor transfers, another should be selected.	1	--
Selection should take place in October.	1	--
Use selection assessment center techniques.	--	1
Involve principals in mentor selection.	--	2

Table A-2 (continued)

	Frequency	
Suggestion	Phase 1	Phase 2
Evaluation and monitoring		
Providing a monthly activity log is an excellent idea.	1	--
Monitor mentors more closely and more often.	2	3
The success of the MTP should not be judged by how many new teachers stay in teaching; some new teachers cannot acquire the skills they need for their profession.	2	--
The evaluation committee needs more training.	1	--
Better criteria are needed to make mentors more accountable.	4	--
Mentors should be evaluated by an out-of-district evaluation group.	1	--
Mentors should be evaluated with mentees' input.	--	1
Evaluation of mentors should provide information on how effective the program is.	--	2
Senior High Schools Division advisors should be responsible for monitoring and evaluating mentors.	--	2
Administrators need to be trained to evaluate and monitor.	2	--
Renomination		
Renomination should take into account the evaluation by both principals and mentees.	1	--

Table A-2 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Matching		
Match mentors and mentees based on their subject field.	--	2
Financial considerations		
Mentors should be paid by the number of hours spent in the classroom with the mentees and the improvement of mentees' performance.	1	--
Allow principals to determine who gets mentor pay.	1	--
The amount of $4,000 is excessive for the job some mentors are doing.	1	--
Most mentors never use their transportation allowance; let this money be used for other purposes.	1	--
Monitor mentor's use of money.	1	--
Provide money for one mentor only.	1	--
Combine budget for PSP retiree component and MTP to provide full-time mentors.	1	--
Raise mentors' stipends and benefits.	2	--
Authority		
Allow principals to determine mentees.	--	1
Mentors should provide a monthly visitation schedule approved by the principal.	1	--

Table A-2 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Communication		
Mentors need to design the best strategies and share their experiences among themselves.	2	--
Mentors should work as a team with instructional advisors.	1	--
Provide more communication between schools and regions for more consistent instructional focus.	--	1
Provide a network among schools regarding MTP for an exchange of ideas.	--	1
Other suggestions		
Make the whole program more uniform from school to school.	1	--
There is a desperate need for more bilingual mentors.	1	--
Having retired teachers work as mentors is great; expand the Priority Staffing Program.	3	--
We should continue talking to all parties concerned with intentions of making improvements and adjustments as needed.	2	--
MTP should revise its goals based on yearly objectives.	--	1
The MTP deserves more recognition.	--	1

Note. Table based on responses to an open-end question in Phases 1 and 2 questionnaires. Phase 1 maximum n = 177. Phase 2 maximum n = 55.

Table A-3

Region Administrators' Suggestions and Recommendations on the MTP

Suggestion	Frequency Phase 1	Frequency Phase 2
Time constraints		
Mentors should be out of their classes for 25% of the year; provide one substitute for every four mentors.	1	--
The MTP takes mentors away from their own classes; mentors should be relieved from teaching for week-long periods, during which they serve as mentors only.	1	--
Mentors need more time to work with mentees; they should teach only four periods.	3	3
Traveling mentors should be allowed an extra period off.	1	--
We need some non-school-assigned mentors to provide staff development and extra support.	1	--
We need additional replacement time for mentors to observe demonstration lessons.	--	1
Reduce number of mentors and give additional time.	--	2
Principals should assign mentors to a four-period day.	--	3
Substitute days and release time for mentors hurt their instructional program. Mentors should teach half-time and spend the remainder working with new teachers.	--	1
Establish a one-semester rotation mentor position.	--	2

Table A-3 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Establish a preferred list of experienced substitute teachers to substitute for mentors only.	--	3
At the request of the mentor, provide direct mentor services for 2 years rather than 1 year.	--	1
Transfer		
Stop mid-year changes of assignment which prevent teachers from applying for mentorship because they fear mandatory transfer.	--	1
Have a mentor at each site. New inservice should be conducted by mentors for extra pay.	1	2
Inservice		
Mandate a preservice attendance for both mentors and mentees.	--	1
Provide start-up kits for all mentees.	--	2
Program requirements and work conditions		
The MTP needs to permit more flexibility; mentors could be assigned to work in work in instructional teams to meet the various needs of new teachers.	1	--
Mentor jobs and responsibilities should be determined.	--	1
Eliminate or modify the activity log and make it a checklist to ease the responsibilities of mentors and principals.	--	1

Table A-3 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Mentors need better understanding of their responsibilities, needs, and commitments.	1	--
Promotion		
Establish an instructional career ladder alternative to mentoring.	--	1
Evaluation and monitoring		
Deliver stronger methods of district-wide monitoring.	--	1
Renomination		
Renomination of successful mentors should be based on a simpler process; survey mentees as to mentor effectiveness.	2	1

Note. Table based on responses to an open-end question in Phases 1 and 2 questionnaires. Maximum *n* for phases 1 and 2 = 17.

Table A-4

Mentees' Suggestions and Recommendations on the MTP

Suggestion	Frequency Phase 1	 Phase 2
Time constraints		
Mentors should be given more time to work with mentees.	11	5
Mentor should not have classes but should work full-time with mentees.	5	3
Would prefer a "teacher workday" once a month rather than substitute days.	1	--
Mentors should not be required to account for time and budget.	1	--
Mentors should teach half-time and help mentees for remainder of day.	1	--
Mentors are out of their own classes too much and their students suffer.	1	--
Mentors are much overworked.	1	5
Mentors' assignments should begin on the 1st day of school; some mentors had no mentee until very late in the year.	2	3
Mentor/mentees need one orientation day prior to school opening.	1	3
Give new teachers two conference periods for planning/preparation.	1	--
There is no need for week-end workshops.	--	1
We need more time with other teachers to exchange ideas.	--	6

Table A-4 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Inservice		
Mentors should provide 2-3 weeks of reliable beginning lesson plans.	1	--
Class management and stress management should be emphasized.	1	--
There is too much emphasis on class organization and discipline.	1	--
More observation and inservice on lesson planning are needed.	5	2
Mentors should present more inservice.	--	3
Include probationary teachers as leaders in mentor inservice.	1	--
Address issues such as type of classes assigned to new teachers.	1	--
Program requirements and work conditions		
MTP is an effective and needed program.	22	--
Much discrepancy noted in the competency of different mentors.	5	--
MTP is an important program, but poorly implemented.	2	--
MTP is useful, but teacher success depends more on teachers' own efforts.	1	--
MTP has not been effective.	8	3
Implementation of the MTP differs greatly at different schools.	1	--

Table A-4 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Better organization needed.	1	--
Program is helpful but more assistance is needed for the 1st year.	1	--
Program should be extended to all teachers.	--	2
Include personal support system.	--	7
Keep program friendly and informal.	--	1
Mentor-mentee relationship		
I liked and appreciated my mentor.	28	--
My mentor was ineffective.	6	--
I generally sought assistance from other staff rather than mentor.	2	--
Mentors should be knowledgeable, tactful, and should allow for individual approaches.	3	--
Mentor duties should be outlined.	2	--
Mentors should meet with mentees during the 1st week of school and provide suggestions for class organization, management, and lesson planning.	3	--
Mentors should be able to provide resource materials and ideas.	3	--
Mentors should be required to observe mentees in their classrooms on a consistent basis.	3	--
Mentors should assist mentees with specific needs.	--	2

Table A-4 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Allow mentees to determine extent and nature of support needed.	--	2
Let mentees observe mentors.	--	4
Mentors need recognition and support themselves.	--	1
Selection		
Mentees should select their own mentor.	1	1
More mentors are needed in science and mathematics.	1	--
Selection process for mentors needs revision.	2	2
Select mentors interested more in helping new teachers.	1	6
Reduce years of experience required for mentors.	1	--
Choose 3rd-year mentees to become mentors.	--	1
Evaluation and monitoring		
It is important for mentors to be in a nonevaluative position.	1	--
A mentee's ongoing need for a mentor after the 1st year should be evaluated at the end of the year.	1	--
Mentors' performance should be evaluated regularly by mentees and administrators.	1	5
Renomination		
Renewal process for mentors should be less formidable.	1	--

Table A-4 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Matching		
Fewer mentees should be assigned to each mentor.	6	2
Change mentor assignments each year.	1	--
Match mentor with mentee based on subject or grade.	11	9
Mentor should be on the same site as the mentee.	6	2
Careful mentor-mentee matching is needed.	5	--
Mentors should work individually with new teachers, since each mentee's needs are different.	--	1
Financial considerations		
Low pay causes teachers to leave their jobs.	1	--
Increase mentor's stipend.	2	--
More funds and materials are needed for new teachers.	2	--
Extra pay not needed; use volunteer mentors.	1	--

Table A-4 (continued)

Suggestion	Frequency	
	Phase 1	Phase 2
Communication		
Mentees need more information on MTP, possibly orientation bulletins with type and duration of available services, and list of resources and funds; many new mentees do not know what is appropriate to ask or expect from a mentor.	19	5
Develop a newsletter with departmental or level suggestions and columns on research, methodology, and questions and answers.	1	--
Would like to meet with other new teachers from other schools.	1	--
Develop a regular schedule for mentor/ mentee meeting.	6	6
Keep lines of communication open.	--	2
Invite mentees to district mentor meetings.	--	1
Other suggestions		
Expand use of PSP advisers.	--	2

Note. Table based on responses to an open-end question in Phases 1 and 2 questionnaires. Phase 1 maximum n = 265. Phase 2 maximum n = 85.

Table A-5

Retirees' Suggestions and Recommendations on the PSP

Suggestion	Frequency
Time constraints	
Give teachers as much help as possible at the beginning of the school year.	6
Increase time allowed for retirees to 200 hours in a school year.	3
Continue the before-school workshops for new teachers, mentors, retirees, and assistant principals.	1
Inservices given by retirees should start earlier in the school year.	4
Set aside time before and after school for retirees to help teachers with goals, objectives, organization of the classroom, and other tasks.	2
Make more time available for new teachers to visit other teachers on and off campus.	1
Provide conference time.	3
Reduce the number of region meetings.	1
Inservice	
Conduct a series of sensitivity workshops on school sites to help teachers with human relations.	1
Provide opportunity for continuing group demonstrations.	1
Program requirements and work conditions	
Extend program to all regions of the district.	1

Table A-5 (continued)

Suggestion	Frequency
Include PSP retirees as part of the faculty.	1
Some retirees feel isolated and need a social boost.	1
Provide needed instructional materials, especially textbooks and duplicating services.	1
Send PSP-provided information, materials, and guidelines to the schools that the retirees serve.	1
Matching	
Assign more than one retiree to each school.	1
Make sure retirees are matched with a teacher whom retirees can help.	1
Evaluation	
Pretest teachers to determine knowledge of teaching skills and school procedures.	1
Don't make retirees part of the evaluation process.	1
Tell inform principals not to ask retirees to evaluate teachers.	1
Evaluation meetings should be held at the end of the year.	1
Communication	
New teachers should be informed that PSP retirees are part of the support team.	3
Financial considerations	
An imprest fund for materials and supplies for the mentors should be provided.	1
Pay teachers to be trained in summer.	1

Note. Table based on responses to an open-end question in Phase 3 questionnaire. Maximum n = 43.

APPENDIX B

Phase 1 Memoranda and Questionnaire

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Selected Superintendents

Date March 17, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: EVALUATING THE MENTOR TEACHER PROGRAM

The Mentor Teacher Program is being evaluated for the first time since it started in 1983. The evaluation is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch. There are two phases in this study's design.

Phase I of the study is beginning. The enclosed questionnaire is being sent to randomly selected mentors, mentees, principals, and all directors of instruction. We anticipate that the respondents will need approximately 20 minutes to complete the questionnaire. Also provided, for your information, are a list of schools in the study and sample letters sent to principals and respondents.

Phase II of the study will involve interviewing a subset of the Phase I sample and observing in selected classrooms.

Questions concerning the study are welcome. Please direct your inquiries to Dr. Leo Weisbender, Assistant Director, at 625-6207.

Thank you for your cooperation.

FS/LC:gd

29:22

Enclosure

FORM 34-AEH-3 (STK NO 815901) Rev 4-78

APPENDIX B

Phase 1 Memoranda and Questionnaire

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Selected Superintendents

Date March 17, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: EVALUATING THE MENTOR TEACHER PROGRAM

The Mentor Teacher Program is being evaluated for the first time since it started in 1983. The evaluation is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch. There are two phases in this study's design.

Phase I of the study is beginning. The enclosed questionnaire is being sent to randomly selected mentors, mentees, principals, and all directors of instruction. We anticipate that the respondents will need approximately 20 minutes to complete the questionnaire. Also provided, for your information, are a list of schools in the study and sample letters sent to principals and respondents.

Phase II of the study will involve interviewing a subset of the Phase I sample and observing in selected classrooms.

Questions concerning the study are welcome. Please direct your inquiries to Dr. Leo Weisbender, Assistant Director, at 625-6207.

Thank you for your cooperation.

FS/LC:gd

29:22

Enclosure

INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Directors of Instruction

Date March 17, 1988

Form Due: March 28, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: MENTOR TEACHER PROGRAM EVALUATION

The Mentor Teacher Program is being evaluated for the first time since it started in 1983. The evaluation is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch. We are asking directors of instruction to participate in the study because of their special administrative knowledge of the program's workings in dozens of schools.

There are two phases in this study's design. Phase I of the study is beginning. As part of Phase I we are asking randomly chosen principals, mentors, mentees, and all directors of instruction to respond to a questionnaire. Yours is attached.

We anticipate that you will need approximately 20 minutes to complete the questionnaire. Also attached, for your information, are a list of schools in the study and sample letters sent to principals and respondents.

Phase II of the study will involve interviewing a subset of the Phase I sample and observing in selected classrooms.

When you have completed the questionnaire, fold it in half to show our return address, staple it together, and return it through school mail.

Questions concerning the study are welcome. Please direct your inquiries to Dr. Leo Weisbender, Assistant Director, at 625-6207.

Thank you for your cooperation.

APPROVED: WILLIAM R. ANTON WRA Deputy Superintendent

This request for information has been approved by the Office of the Deputy Superintendent. WRA

INTER-OFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: Selected Principals

Date March 17, 1988

Forms Due: March 28, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: DESCRIPTION OF THE MENTOR TEACHER PROGRAM EVALUATION

The Mentor Teacher Program is currently being evaluated. The enclosed questionnaire is designed to elicit information about selected aspects of the program. The study is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch. This is the first time the program has been evaluated since it started in 1983.

There are two phases in this study's design. Phase I is the application of the enclosed questionnaire. Phase II will involve interviewing a subset of the Phase I sample, and observing in selected classrooms.

The sample of individuals receiving the questionnaire represents the following positions: principal, director of instruction, mentor, and mentee. We are asking principals to participate in the study because of their special administrative knowledge of the program. Because the questionnaire is being sent to a limited number of respondents, it is very important that all respondents complete and return their questionnaires. Based on the average time it took the teachers who helped us pilot test the questionnaire, we anticipate that no more than 20 minutes are needed to complete it.

Mentor and mentee teachers in your school have been randomly selected to participate in this evaluation. Names and personal codes have already been written on your set of forms. Please distribute the forms to the teachers named. If a teacher is no longer on your staff, please note that on the Respondent memo and return the form to our office.

Individual respondents are identified by a code on their form to protect the confidentiality of the responses and to enable respondents to indicate their personal opinions and feelings. Responses from individuals will be processed by code only, not by name or other personal identification. Only group results will be reported.

Please direct questions about this study to Dr. Leo Weisbender, Assistant Director, at 625-6207.

Thank you for your cooperation.

APPROVED: WILLIAM R. ANTON, Deputy Superintendent

This request for information has been approved by the Office of the Deputy Superintendent.

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

Research Project: Mentor Teacher Program, 1983-1988

Sample Schools in Phase I

The primary unit for random selection was the school. Program personnel and the principal at the chosen schools were then designated as respondents. Sample schools and their regions are listed below.

G	Albion
D	Alta Loma
H	Annandale
H	Aragon
D	Baldwin Hills
D	Beethoven
H	Bellevue Ave Primary
G	Belvedere
G	Bridge
B	Bryson
C	Budlong
E	Camellia
A	Caroldale
G	Castelar
F	Chatsworth
D	Cienga
G	City Terrace
B	Clara St. Primary Ctr.
E	Coldwater Canyon
H	Commonwealth
B	Compton
H	Plasencia
D	Crescent Heights
G	Dacotah
H	Dayton Heights
F	Dearborn
H	Delevan Drive
A	Denker
E	Dixie Canyon
A	Dolores
F	Dyer
H	Eagle Rock
G	Eastman
B	Elizabeth
H	Elysian Heights
E	Emelita
E	Encino
G	Euclid
A	15th Street
C	52nd Street
G	Ford Blvd.
C	49th Street
G	4th Street
A	Gardena
H	Garvanza
G	Gates
F	Germain
G	Glen Alta
E	Glenwood
F	Granada
H	Grant
G	Hammel
F	Harding
A	Hawaiian
G	Hillside
B	Hooper
H	Hoover
C	Hyde Park
G	Kennedy
E	Lankershim
C	La Salle
A	Leland
B	Lillian
B	Loma Vista
G	Lorena
C	Main
G	Malabar
C	Manchester
C	Manhattan
G	Marianna
D	Marvin
D	Melrose
C	Menlo
B	Middleton
B	Miles
B	Miramonte
H	Monte Vista
G	Multnomah
C	95th Street
B	92nd Street
C	93rd Street
C	Normandie
C	Norwood
B	Flournoy
C	109th Street
B	112th Street
F	Pacoima
B	Park Avenue
A	Purche
C	Raymond Avenue
D	Richland
G	Riggin
B	Ritter
D	Rosewood
G	Rowan
B	San Gabriel
C	King Jr.
D	Santa Monica
G	2nd Street
D	Selma
C	75th Street
C	McKinley
G	Sheridan Street
E	Sherman Oaks
E	Shirley

(continued)

G Sierra Park
C 66th Street
B Stanford
D Sterry
F Sunland

G Sunrise
F Sylmar
A Taper
C Weemes
D 36th Street

H Toland Way
C Trinity
H Union
G Utah
D Van Nuys

F Vaughn
C Vermont
B Vernon
E Victory
D Vine

B Weigand
A West Athens
C Western
A Wilmington Pk.
C Woodcrest

B Woodlawn
A Ambler Gifted Mag.
D Balwin Hills Gftd Mag.
F Canterbury Gftd Mag.
D Hillcrest CES

C Loyola Perf. Arts Ctr.
B Flournoy Mag. Ctr.
D Wonderland Gifted Mag.
D Brentwood Science Sch.
A South Shores/CSUDH Mag.

D Dublin Fund. Car. Awar.
Leichman HS-TMR
Miller
Widney
Lanterman

Blend
Lokrantz
Lowman
Marlton
McBride
San Fernando Mag Ctr.
Van Nuys Mag. N/S

Perez Sp. Ed.
Willenberg SP. Ed. Ctr.
West Valley El-TMR
G Adams
D Audubon

H Berendo
C Bethune
F Byrd
A Carnegie
A Clay

A Curtiss
E De Portola
B Drew
B Edison
G El Sereno

A Fleming
C Foshay
B Gage
C Gompers Int.
C Harte Prep. Int.

F Henry
G Hollenbeck
F Holmes
H Irving
H King

F Lawrence
D Le Conte
F Maclay
D Marina Del Rey
C Mann

B Markham Int.
E Millikan
D Mount Vernon
C Muir
E Mulholland

H Nightingale
B Nimitz
F Olive Vista
E Parkman
A Peary

B South Gate
G Stevenson
H Virgil
A Wilmington
C Wright
Washington Mag. M/S
E Sherman Oaks CES

D Burroughs Gftd Ctr.
E De Portola Gftd Mag.
B Markham Mag.
F Pacoima Math Ctr.
D Palms Gftd Mag.

F Sepulveda Gftd Mag.
G Stevenson Gftd Mag.
Bell
Belmont
Birmingham

Canoga Park
Chatsworth
Crenshaw
Dorsey
El Camino Real

Fairfax
Franklin
Gardena
Garfield
Hollywood

Huntington Park
Jefferson
Jordan
Lincoln
Locke

Los Angeles
Manual Arts
Marshall
Monroe
North Hollywood

Palisades
Reseda
Roosevelt
San Fernando
San Pedro

South Gate
Taft
Venice
Washington Prep.
Westchester

Hamilton Music Acad.
Fairfax Mag. Ctr.
Hollywood Mag. Ctr.
Manual Arts Mag. Ctr.
Roosevelt CI Prog.
C 32nd Street Magnet
D Los Angeles CES

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

Date March 17, 1988

TO: Respondent

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: COMPLETING THE MENTOR TEACHER PROGRAM EVALUATION QUESTIONNAIRE

You have been randomly selected to participate in the Mentor Teacher Program evaluation. The attached questionnaire is designed to elicit information about selected aspects of the program. The study is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch. This is the first time the program has been evaluated since it started in 1983.

The sample of individuals receiving the questionnaire represents the following positions: principal, director of instruction, mentor, and mentee. Because the questionnaire is being sent to a limited number of respondents, it is very important that you complete and return your questionnaire. Based on the average time it took the teachers who helped us pilot test the questionnaire, we anticipate that you will need no more than 20 minutes to complete it.

Individual respondents are identified by a code on the questionnaire to protect the confidentiality of the responses and to enable respondents to indicate their personal opinions and feelings. Responses from individuals will be processed by code only, not by name or other personal identification. Only group results will be reported.

Your personal code has already been written on your questionnaire. You may remove this memo with your name on it, if you wish, before you return it.

When you have completed the questionnaire, fold it in half to show our address, staple it together, and return it through school mail. Please return the questionnaire by March 25 to Research and Evaluation Branch, G-265.

For assistance, please call Dr. Ebrahim Maddahian at 625-6207 or Dr. Liana Champagne at 625-5132, Research and Evaluation Branch.

Thank you for your cooperation.

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

Research Project: Mentor Teacher Program, 1983-1988

QUESTIONNAIRE ON MENTOR TEACHER PROGRAM (MTP) ACTIVITIES

A. BACKGROUND INFORMATION FOR RESPONDENT

1. How many years of teaching (not substitute) experience have you had in LAUSD?

   a. Number of years as a classroom teacher? (count a partial year as 1) ________

   b. Grades taught in LAUSD (circle all that apply):

   Pre K   K   1   2   3   4   5   6   7   8   9   10   11   12   Sp. Ed.

   c. Secondary grades only: subjects taught

   ____________________   ____________________   ____________________

   ____________________   ____________________   ____________________

   ____________________   ____________________   ____________________

2. What other professional experience related to classroom instruction have you had? (checkmark all that apply):

   coordinator _____
   team teacher _____
   resource teacher _____
   department chair _____
   supervisor _____
   demonstration teacher _____
   instructional advisor _____
   other: ________________________

146

B. MTP ACTIVITIES

Please answer the following questions based on your experience with the Mentor Teacher Program (MTP). If more space is needed, write "over" and continue on the back of the page. Show the item number/letter for the continuation.

3. What MTP services have mentors typically provided to mentees?

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

4. Below, circle the letter for each MTP service from item 3 that has been more effective than the others in retaining mentees. Please explain why one or two of these services have been so effective. (Identify each with its letter.)

a b c d e f g h i j

MTP service ____ (letter) has been more effective than the others because:

____

____

____

____

____

MTP service _____ (letter) has been more effective than the others because:

____

____

____

____

____

5. Below, circle the letter for each MTP service from item 3 that has been less effective than the others in retaining mentees. Please explain why one or two of these services have been less effective. (Identify each with its letter.)

a b c d e f g h i j

MTP service ____ (letter) has been less effective than the others because:

____

____

____

____

MTP service ____ (letter) has been less effective than the others because:

____

____

____

____

6. Do you have experience in working with both mentors in the MTP and retirees in the Priority Staffing Program (PSP)?

Circle one: Yes If Yes, answer question 7.

No If No, skip to item 8.

7. Who provide better assistance to new teachers: MTP mentors or PSP retirees? Why?

Better assistance from (circle one): MTP mentors / PSP retirees

Better because: ____

____

____

____

____

8. Relative to matching mentor with mentee:

a. How is matching decided?

____

____

____

b. How are mentor capabilities considered relative to mentee needs?

____

____

____

c. How are the results of matching monitored?

____

____

____

d. How effective has the matching been?

____

____

____

e. How could the matching be made more effective?

9. What are the indications that a mentee no longer needs a mentor's services?

10. What is the optimum number of years a teacher should be a mentor? Explain your opinion briefly.

11. What is the optimum number of years a committee member should serve on the mentor selection committee? Explain your opinion briefly.

12. There is currently no formal process for evaluating mentors as mentors during their 3 years of service. Some program participants feel that evaluation is needed during the 3-year period. What is your opinion?

13. Why do you think more teachers do not apply to become mentors?

Use this scale to rate the next three items:

Excellent	Good	Fair	Poor	Extremely Poor	Don't Know
A	B	C	D	F	DK

14. Grade the overall extent to which the MTP has attained its goal to keep exemplary, competent teachers (mentors) teaching. (circle one)

A B C D F DK

15. Grade the overall extent to which the MTP has attained its goal to help new teachers (mentees) stay in teaching. (circle one)

A B C D F DK

16. Grade the overall extent to which the MTP is effective. (circle one)

A B C D F DK

17. Other constructive observations or suggestions for the MTP? Recommendations? Comments?

Thank you!

Returning the Questionnaire

You may remove the first page with your name on it (Memo to Respondent), or we will do it for you, if you prefer.

Fold the questionnaire in half and staple once. Be sure that our return address on the back of this page is visible. Drop it in school mail on or before Friday, March 25. Thank you!

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

Date April 1, 1988

TO: Respondents
Questionnaire on Mentor Teacher Program (MTP)
Activities

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: MENTOR TEACHER PROGRAM EVALUATION

We are still interested in receiving your responses to the Questionnaire on Mentor Teacher Program (MTP) Activities. If you have already returned the questionnaire, thank you. If you received the questionnaire late or work in a year-round school and were off-track, we are still accepting responses. If you need additional forms or have questions, contact Ebrahim Maddahian at 625-6207 or Liana Champagne at 625-5132, Research and Evaluation Branch.

Thank you for your cooperation.

FS/LC:gd

[illegible]

APPENDIX C

Phase 2 Memoranda and Questionnaire

INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Selected Superintendents

Date April 18, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: EVALUATING THE MENTOR TEACHER PROGRAM: PHASE 2

The second and final evaluation phase of the Mentor Teacher Program is currently being implemented with a brief questionnaire for randomly selected mentors, mentees, principals, and all directors of instruction. The Phase 2 sample is a subgroup of the Phase 1 sample.

Enclosed only for information are a list of schools in the study, a set of sample letters sent to principals and respondents, and a copy of the Phase 2 questionnaire.

Questions concerning the study are welcome. Please direct your inquiries to Dr. Leo Weisbender, Assistant Director, Research and Evaluation Branch, at 625-6207.

Thank you for your cooperation.

FS/LC:gd

Enclosure

INTER-OFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: Directors of Instruction

Date April 18, 1988

Form Due: April 29, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: MENTOR TEACHER PROGRAM EVALUATION: PHASE 2

Phase 2 of the Mentor Teacher Program evaluation is currently being implemented. We are asking directors of instruction to participate in the study because of their special administrative knowledge of the program.

As part of Phase 2 we are asking randomly chosen principals, mentors, mentees, and all directors of instruction to complete a brief questionnaire. Yours is enclosed. Also attached for your information are a list of schools in the study and a set of sample letters sent to principals and respondents.

Individuals are identified by the code on their form to protect confidentiality. The forms will be processed by code only, not by name or other personal identification. Only group results will be reported.

Questions concerning the study are welcome. Please direct your inquiries to Dr. Leo Weisbender, Assistant Director, Research and Evaluation Branch, at 625-6207.

Thank you for your cooperation.

APPROVED: WILLIAM R. ANTON, Deputy Superintendent

WRA

This request for information has been approved by the Office of the Deputy Superintendent.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

FOR YOUR INFORMATION

TO: Selected Principals

Date April 18, 1988

Forms Due: April 29, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: DESCRIPTION OF THE MENTOR TEACHER PROGRAM EVALUATION: PHASE 2

Phase 2 of the Mentor Teacher Program (MTP) evaluation is currently being implemented. The enclosed questionnaire for you and several of your staff is based on responses to the Phase 1 questionnaire. Analysis produced two groups of MTP services, core and supplemental. Core services were those most frequently mentioned by respondents. Supplemental services were those less frequently cited.

The sample of individuals receiving this questionnaire is a randomly selected subgroup of the Phase 1 respondents and represents the following positions: principal, director of instruction, mentor, and mentee. Because the questionnaire is being sent to a limited number of respondents, it is very important that all respondents complete and return their questionnaires.

Names and personal codes have been written on the enclosed set of forms. Please distribute the forms to the teachers named. If a teacher is no longer on your staff, please note that on the Respondent memo and return it with the blank form to our office.

Individuals are identified by the code on their form to protect confidentiality. The forms will be processed by code only, not by name or other personal identification. Only group results will be reported.

Please direct questions about this study to Dr. Leo Weisbender, Assistant Director, Research and Evaluation Branch, at 625-6207.

Thank you for your cooperation.

APPROVED: WILLIAM R. ANTON, Deputy Superintendent (WRA)

This request for information has been approved by the Office of the Deputy Superintendent

FOR YOUR INFORMATION

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

Research Project: Mentor Teacher Program, 1983-1988

Sample Schools in Phase 2, April 1988

The primary unit for random selection was the school. Program personnel and the principal at the chosen schools were then designated as respondents. Sample schools and their regions are listed below.

C Budlong
H Plasencia
F Dyer
G Euclid
G Gates

A Hawaiian
G Kennedy
C Manhattan
C Menlo
B Miles

C Norwood
C 109th Street
C McKinley
G Sunrise
C Trinity

G Utah
C Vermont
C Woodcrest
A South Shores/CSUDH Mag.
Willenberg Sp. Ed. Ctr.

D Audubon
H Berendo
A Clay
B Drew
B Edison

G El Sereno
A Fleming
B Gage
G Hollenbeck

D Mount Vernon
C Muir
B Nimitz
B South Gate
A Wilmington

E Coldwater Canyon
E Emelita
E Millikan
F Sylmar
F Vaughn

Bell
Chatsworth
Crenshaw
Fairfax
Gardena

Garfield
Hollywood
Huntington Park
Jefferson
Locke

Manual Arts
Marshall
Monroe
North Hollywood
Palisades

Reseda
San Fernando
Westchester
Hamilton Music Acad.
D Los Angeles CES

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

TO: Respondent

Date April 18, 1988

Form Due: April 29, 1988

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: COMPLETING THE MENTOR TEACHER PROGRAM EVALUATION QUESTIONNAIRE: PHASE 2

You have been randomly selected to participate in Phase 2 of the Mentor Teacher Program (MTP) evaluation. There is no Phase 3.

The brief questionnaire attached is based on responses to the Phase 1 questionnaire. Analysis of those responses produced two groups of MTP services, core and supplemental. Core services are those that were most frequently mentioned. Supplemental services were commonly cited but not as frequently. Phase 2 respondents are a subgroup of the Phase 1 sample and include principals, directors of instruction, mentors, and mentees.

Individual respondents are again identified by a code on the questionnaire to protect confidentiality. Forms will be processed by code only, not by name or other personal identification. Only group results will be reported.

Your personal code appears on your questionnaire. You may remove this memo with your name on it, if you wish, before you return the form. Because the questionnaire is being sent to a limited number of respondents, it is very important that you complete and return yours.

Fold your completed questionnaire in half to show our address, staple it together, and return it through school mail. Please return it by April 29 to Research and Evaluation Branch, G-265.

For assistance, call Dr. Ebrahim Maddahian at 625-6207 or Dr. Liana Champagne at 625-5132, Research and Evaluation Branch.

Thank you for your cooperation.

APPROVED: WILLIAM R. ANTON, Deputy Superintendent

This request for information has been approved by the Office of the Deputy Superintendent.

FORM 34-AEH 3 STK NO 8159011 Rev 4-78

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

Research Project: Mentor Teacher Program (MTP), 1983-1988

STRUCTURED QUESTIONNAIRE: PHASE 2
CORE AND SUPPLEMENTAL SERVICES
April 1988

Phase 1 of the Mentor Teacher Program evaluation last month asked for general responses concerning mentor services offered to mentees. These responses were analyzed to produce two groups of services, core and supplemental. Core services are those that were most frequently mentioned. Supplemental services were commonly cited but not as frequently.

Please mark the extent to which you agree that the following are CORE and SUPPLEMENTAL services provided by the Mentor Teacher Program. Then rate the extent to which you agree that each service has been effective in achieving the program objectives.

Please use the following scale: 1 = Disagree Strongly, 2 = Disagree, 3 = Agree, 4 = Agree Strongly.

1. CORE Services by Mentors for Mentees

To what extent do you agree that:

	this is a CORE service?				this service has been effective?			
	DS	D	A	AS	DS	S	A	AS
a. Providing personal counseling and guidance (e.g., emotional support; friendship; helping with adjustment; empathic listening)	1	2	3	4	1	2	3	4
b. Explaining district and school policies and resources (e.g., programs; objectives and goals; specific laws and regulations; use of paraprofessionals, aides, and volunteers; general orientation)	1	2	3	4	1	2	3	4

Scale: 1 = Disagree Strongly, 2 = Disagree, 3 = Agree, 4 = Agree Strongly

1. CORE Services, continued	To what extent do you agree that:							
	this is a CORE service?				this service has been effective?			
	DS	D	A	AS	DS	D	A	AS
c. Assisting with classroom instruction (e.g., lesson planning; individual and group instructional guidance; help with teaching strategies; information about student evaluation; teaching materials and ideas; IEP process; curriculum development)	1	2	3	4	1	2	3	4
d. Assisting with classroom management (e.g., grouping students; classroom organization and environment; student discipline; selecting, ordering, and acquiring materials, books, and supplies)	1	2	3	4	1	2	3	4
e. Observing in classroom and providing instructional feedback (e.g., evaluating classroom performance; conferencing with mentees)	1	2	3	4	1	2	3	4
f. Helping with paperwork and classroom procedures (e.g., roll book; report cards; progress reports; attendance)	1	2	3	4	1	2	3	4
g. Providing inservice and staff development (e.g., planning and leading sessions, workshops; demonstration lessons; arranging for mentees to observe other teachers, and programs, and visit other schools)	1	2	3	4	1	2	3	4

Scale: 1 = Disagree Strongly, 2 = Disagree, 3 = Agree, 4 = Agree Strongly

2. SUPPLEMENTAL Services by Mentors for Mentees

	To what extent do you agree that:							
	this is a SUPPLEMENTAL service?				this service has been effective?			
	DS	D	A	AS	DS	D	A	AS
a. Mediating between mentees and school staff and/or parents	1	2	3	4	1	2	3	4
b. Providing release time from the classroom for mentees (e.g., providing opportunities to attend conferences, seminars; plan lessons; grade papers; spend time on other instructional activities)	1	2	3	4	1	2	3	4
c. Assisting with parent conferencing	1	2	3	4	1	2	3	4
d. Facilitating communication between new and experienced teachers to exchange ideas	1	2	3	4	1	2	3	4
e. Assisting with technical operation of school resources (e.g., photocopy machine; audiovisual machinery)	1	2	3	4	1	2	3	4
f. Working with parents and volunteers	1	2	3	4	1	2	3	4

3. What are your recommendations for improving the Mentor Teacher Program, so that it can more effectively fulfill its goals? (Reminder : Goal 1 - to encourage mentors to continue teaching; Goal 2 - to assist mentees.)

Thank you for your assistance.

LW 041388
25:32

Returning the Questionnaire

You may remove the first page with your name on it (Memo to Respondent), or we will do it for you, if you prefer.

Fold the questionnaire in half and staple once. Be sure that our return address on the back of this page is visible. Drop it in school mail on or before Friday, April 29. It is due in Research and Evaluation on Monday, May 2.

Thank you!

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: May 2, 1988

TO: Respondents Evaluating the Mentor Teacher Program, Phase 2

FROM: Floraline Stevens, Director
Research and Evaluation Branch

SUBJECT: MENTOR TEACHER PROGRAM EVALUATION, PHASE 2

Thank you, if you have already returned your phase 2 questionnaire about core and supplemental services in the Mentor Teacher Program.

If you received the questionnaire late or work in a year-round school and were off track, we are still accepting responses. We need a reply from every respondent who received the phase 2 form, in order to validate the opinions gathered in phase 1.

If you need another form or have questions, please call Ebrahim Maddahian at 625-6207 or Liana Champagne at 625-5132, in the Research and Evaluation Branch.

Thank you very much for your cooperation.

FS/LW:gd

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

Reseach Project: Mentor Teacher Program (MTP), 1983-1988

SCRIPT FOR TELEPHONE REMINDER, PHASE 2
May 1988

Leave a Message

Give the secretary your name, phone number, and office name.

Ask that the person call you at his/her earliest convenience.

Name a second R&E person to ask for if you are not available for the return call.

Say to the MTP Respondent

My name is ______________________________.

I'm calling for Dr. Weisbender, Assistant Director, Research and Evaluation Branch.

In mid-April, we sent you a questionnaire about the Mentor Teacher Program, Phase 2. (four pages ... white paper ... 8.5 x 11")

Early in May, we mailed reminders.

As of today, we have not received your form.

I am calling to find out if you still have the form--or when you mailed it back, if that's the case.

Our sampling on this second round was very selective.

We are highly interested in receiving your opinions and ratings of the mentor activities.

We are still accepting completed forms.

Do you need another form?

Are there questions I can answer for you?

When will you be returning the form to us?

Thank you very much for your help.

APPENDIX D

Phase 3 Memorandum and Questionnaire

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

TO: Respondent, Priority Staffing Program Date June 14, 1988

FROM: Floraline Stevens, Director

SUBJECT: COMPLETING THE QUESTIONNAIRE ON PRIORITY STAFFING PROGRAM (PSP) ACTIVITIES--RETIREE COMPONENT

You have been randomly selected to participate in the evaluation of the Priority Staffing Program--Retiree Component. The attached questionnaire is designed to elicit information about selected aspects of the program. The study is sponsored by the Policy Implementation and Evaluation Unit and is being conducted by the Research and Evaluation Branch.

Because the questionnaire is being sent to a limited number of respondents, it is very important that you complete and return your questionnaire. Based on the average time it took some of your colleagues who helped us pilot test the questionnaire, we anticipate that you will need no more than 20 minutes to complete it.

Individual respondents are identified by a code on the questionnaire to protect the confidentiality of the responses and to enable respondents to indicate their personal opinions and feelings. Responses from individuals will be processed by code only, not by name or other personal identification. Only group results will be reported.

Your personal code has already been written on your questionnaire. You may remove this memo with your name on it, if you wish, before you return it.

When you have completed the questionnaire, fold it in half to show our address, staple it together, and return it through school mail. Please mail the questionnaire by June 22 to Research and Evaluation Branch, Central Offices, G-265.

For assistance, please call Dr. Ebrahim Maddahian at 625-6868 or Dr. Liana Champagne at 625-5132, Research and Evaluation Branch.

Thank you for your cooperation.

FS/LC:gd

Los Angeles Unified School District
Research and Evaluation Branch, Research Unit

QUESTIONNAIRE ON PRIORITY STAFFING PROGRAM (PSP) ACTIVITIES - Retiree Component

A. RESPONDENT BACKGROUND INFORMATION

1. How many years of teaching (not substitute) experience have you had in LAUSD?

   a. Number of years as a classroom teacher? (Count a partial year as 1) _______

   b. Grades taught in LAUSD: (Circle all that apply.)

   Pre K K 1 2 3 4 5 6 7 8 9 10 11 12 Sp. Ed.

   c. List subjects taught in secondary grades only:

   ________ ________ ________
   ________ ________ ________
   ________ ________ ________

2. Which of these titles best describes your last assignment in LAUSD, before you retired? (Check one.)

   a. Principal ____

   b. Assistant Principal ____

   c. Teacher ____

   d. Other (please explain) ____

3. What other professional experience related to classroom instruction have you had? (Check all that apply.)

   a. coordinator ____
   b. team teacher ____
   c. resource teacher ____
   d. department chair ____
   e. supervisor ____
   f. demonstration teacher ____
   g. instruction advisor ____
   h. other (please explain) ____

4. Please mark the extent to which you agree that the following are services provided by the retiree component of the Priority Staffing Program (PSP). Then rate the extent to which you agree that each service has been effective in providing assistance and guidance to new teachers.

Please use the following scale: 1 = Disagree Strongly, 2 = Disagree, 3 = Agree, 4 = Agree Strongly.

	To what extent do you agree that:							
	This is a PSP service?				This service has been effective?			
	DS	D	A	AS	DS	S	A	AS
a. Providing personal counseling and guidance (e.g., emotional support; friendship; helping with adjustment; empathic listening)	1	2	3	4	1	2	3	4
b. Explaining district and school policies and resources (e.g., programs; objectives and goals; specific laws and regulations; use of paraprofessionals, aides, and volunteers; general orientation)	1	2	3	4	1	2	3	4
c. Assisting with classroom instruction (e.g., lesson planning; individual and group instructional guidance; help with teaching strategies; information about student evaluation; teaching materials and ideas; IEP process; curriculum development)	1	2	3	4	1	2	3	4
d. Assisting with classroom management (e.g., grouping students; classroom organization and environment; student discipline; selecting, ordering, and acquiring materials, books, and supplies)	1	2	3	4	1	2	3	4

Scale: 1 = Disagree Strongly, 2 = Disagree, 3 = Agree, 4 = Agree Strongly

	To what extent do you agree that:							
	This is a PSP service?				This service has been effective?			
	DS	D	A	AS	DS	D	A	AS
e. Helping with paperwork and classroom procedures (e.g., roll book; report cards; progress reports; attendance)	1	2	3	4	1	2	3	4
f. Providing inservice and staff development (e.g., planning and leading sessions, workshops; demonstration lessons; arranging for new teachers to observe other teachers, and programs, and visit other schools)	1	2	3	4	1	2	3	4
g. Assisting with parent conferencing	1	2	3	4	1	2	3	4

5. Do you have experience in working with mentors in the Mentor Teacher Program (MTP)?

Circle one:	Yes	If yes, answer question 6.
	No	If No, skip to item 7.

6. In your opinion, who could provide better assistance to new teachers?

Better assistance by (circle one): MTP mentors / PSP retirees

Why? Better because: ____

____

____

____

____

7. Relative to assigning PSP retirees to work with inexperienced teachers:

   a. How was your assignment decided? (How did you get assigned to a particular school and its teachers?)

   ____

   ____

   ____

   b. How are retiree capabilities considered relative to inexperienced teacher needs?

   ____

   ____

   ____

   c. How are the results of assignments monitored?

   ____

   ____

   ____

   d. How effective have the assignments been?

   ____

   ____

   ____

   e. How could the assignments be made more effective?

   ____

   ____

   ____

8. What are the indications that an inexperienced teacher no longer needs a retiree's services?

____

____

____

9. What would attract more retirees into the PSP to assist inexperienced teachers?

____

____

____

Use this scale to rate the next two items:

Excellent	Good	Fair	Poor	Extremely Poor	Don't Know
A	B	C	D	F	DK

10. Grade the overall extent to which the PSP has attained its goal to help inexperienced teachers stay in teaching. (Circle one)

A B C D F DK

11. Grade the overall extent to which the retiree component of PSP is effective in providing assistance and guidance to inexperienced teachers. (Circle one)

A B C D F DK

12. Other observations for the retiree component of the PSP? Recommendations? Comments?

Thank you!

Returning the Questionnaire

You may remove the first page with your name on it (Memo to Respondent), or we will do it for you, if you prefer.

Fold the questionnaire in half and staple once. Be sure that our return address on the back of this page is visible. Drop it in school mail on or before Wednesday, June 22. Thank you!

PREVENTING TEACHER DROPOUT: VOLUME 2 -- RETENTION RATES FOR LAUSD MENTORS, MENTEES, AND OTHER TEACHERS, 1984 TO 1988

PUBLICATION NO. 531

BEST COPY AVAILABLE

PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

PREVENTING TEACHER DROPOUT:
VOLUME 2--RETENTION RATES FOR LAUSD MENTORS, MENTEES, AND OTHER TEACHERS, 1984 TO 1988

Publication No. 531

This Report Was Prepared By

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Program Evaluation and Assessment Branch
Los Angeles Unified School District

October 1990

LOS ANGELES UNIFIED SCHOOL DISTRICT

WILLIAM R. ANTON
Superintendent

APPROVED:

FLORALINE I. STEVENS
Director
Program Evaluation and Assessment Branch

TABLE OF CONTENTS

Chapter Page

LIST OF FIGURES IN TEXT v

LIST OF TABLES IN APPENDIX B v

EXECUTIVE SUMMARY vii

1 INTRODUCTION AND BACKGROUND 1

Introduction 1

Literature 2

Background 3

Terms Described 5

2 RESEARCH DESIGN 7

Program Goals 7

Research Questions 7

Method 8

Analyses 9

3 FINDINGS 11

Differences in Retention Rates for MTP Participants and Nonparticipants 11

Differences in Retention Rates for MTP Participants and Nonparticipants, by Gender 20

Differences in Retention Rates for MTP Participants and Nonparticipants, by Ethnicity 21

Mentor and Nonmentor Reasons for Leaving the District 23

4 SUMMARY AND DISCUSSION OF FINDINGS 24

Summary 24

Discussion 25

TABLE OF CONTENTS (continued)

Chapter Page

5 CONCLUSIONS AND RECOMMENDATIONS 28

Conclusions 28

Recommendations 29

REFERENCES 30

APPENDICES 31

Appendix A:

--Definitions for Mentor Teacher Program 33

--Guidelines for Making Adjustments to Mentor Teacher Program 35

Appendix B: Tables B-1 through B-15 39

LIST OF FIGURES IN TEXT

Figures Page

1 Retention rates for 1984-85 matched cohort of mentors and nonmentors 12

2 Retention rates for 1985-86 matched cohort of mentors and nonmentors 13

3 Retention rates for 1986 87 matched cohort of mentors and nonmentors 14

4 Retention rates for 1987-88 matched cohort of mentors and nonmentors 15

5 Retention rates for 1984-85 matched cohort of mentees and nonmentees 16

6 Retention rates for 1985-86 matched cohort of mentees and nonmentees 17

7 Retention rates for 1986-87 matched cohort of mentees and nonmentees 18

8 Retention rates for 1987-88 matched cohort of mentees and nonmentees 19

LIST OF TABLES IN APPENDIX B

Tables

B-1 Rate of Retention for Mentors and Nonmentors, by Matched Cohorts 40

B-2 Rate of Retention for Mentees and Nonmentees, by Matched Cohorts 41

B-3 Rate of Retention for Male Mentors and Nonmentors, by Matched Cohorts 42

B-4 Rate of Retention for Female Mentors and Nonmentors, by Matched Cohorts 43

B-5 Rate of Retention for Male Mentees and Nonmentees, by Matched Cohorts 44

LIST OF TABLES IN APPENDIX B (continued)

Tables Page

B-6 Rate of Retention for Female Mentees and Nonmentees, by Matched Cohorts 45
B-7 Rate of Retention for White Mentors and Nonmentors, by Matched Cohorts 46
B-8 Rate of Retention for Black Mentors and Nonmentors, by Matched Cohorts 47
B-9 Rate of Retention for Hispanic Mentors and Nonmentors, by Matched Cohorts 48
B-10 Rate of Retention for Asian Mentors and Nonmentors, by Matched Cohorts 49
B-11 Rate of Retention for White Mentees and Nonmentees, by Matched Cohorts 50
B-12 Rate of Retention for Black Mentees and Nonmentees, by Matched Cohorts 51
B-13 Rate of Retention for Hispanic Mentees and Nonmentees, by Matched Cohorts 52
B-14 Rate of Retention for Asian Mentees and Nonmentees, by Matched Cohorts 53
B-15 Mentor and Nonmentor Reasons for Leaving LAUSD 54

EXECUTIVE SUMMARY

Background for the Study

Since 1984, LAUSD has been operating the California Mentor Teacher Program (MTP), initiated and supported by the state, to give special help to new or inexperienced teachers, and encourage competent teachers to continue teaching.

Background

- The MTP started in 1983-84, implementing California laws that established the program.
- The MTP provides incentives for highly talented classroom teachers (mentors) to continue teaching and to use their instructonal expertise and leadership to help their peers, especially new teachers (mentees), to also continue teaching.

Need for Study

- Volume 1 of the Mentor Teacher Program (MTP) report provided the answers to six of seven research questions. The seventh question was: Over the 4 years, how long do mentees remain in the profession, and how does their retention rate compare with the districtwide teacher retention rate for the same period? Volume 2 was undertaken to answer question 7.
- Since the program goals concerned both mentors and mentees, question 7 from Volume 1 was subdivided into several specific questions to answer in Volume 2.

Research Questions

The study compared the retention rates for MTP participants and nonparticipants.

This study answered four research questions:

1. Do MTP participants differ from nonparticipants in the length of time they stay with the district?
2. What is the relationship between gender, program participation, and teacher retention in the district?
3. What is the relationship between ethnicity, program participation, and teacher retention in the district?
4. Do mentors differ from nonmentors in their reasons for leaving the district?

Sampling

Who participated in this study?

- The participants in this study were all of the mentors and nonmentors, mentees and nonmentees in LAUSD, 1984-88.

- Data were collected from computer files on gender, ethnicity, the number of teachers remaining in LAUSD during 1984-88, in the four categories noted, and reasons permanent teachers gave for leaving the district.

Research Question 1

Do MTP participants differ from nonparticipants in the length of time they stay with the district?

- Over the 5-year period from 1984 to 1988, nonmentors showed statistically higher retention rates.
- For the cohorts of new teachers entering the district in 1984-85 and 1986-87, nonmentees were more likely than mentees to stay with LAUSD.
- For the remaining two cohorts entering the district in 1985-86 and 1987-88, mentees were more likely than nonmentees to stay.

Research Question 2

What is the relationship between gender, program participation, and teacher retention in the district?

- Gender does not affect how long permanent teachers (including mentors and nonmentors) stay in the district.
- The 1984-85 cohort of female nonmentees was more likely than female mentees to stay with the district. Two of the four comparisons of female cohorts showed significant differences in favor of nonmentees while the comparison for the 1984-85 cohort of males was significant only in 1988-89.
- The 1985-86 cohort of female mentees shows a higher rate of retention while the 1985-86 cohort of male mentees was retained at a lower rate compared to male nonmentees.
- The 1986-87 cohort of male nonmentees was statistically more likely than male mentees to stay with the district in the 2 years compared, while the female cohort for that same year showed no differences between mentees and nonmentees.

Research Question 3

What is the relationship between ethnicity, program participaton, and teacher retention in the district?

- The 1985-86 cohort of Asian mentors showed a higher retention rate through 1989 compared to nonmentors. Likewise, the 1985-86 cohort of Black mentors showed a higher retention rate through 1987.

- White and Hispanic nonmentors consistently showed a higher retention rate when compared to mentors of the same ethnicity.

- For Black and White mentees and nonmentees the results were mixed. In some cases, mentees were retained at a higher rate; in others, nonmentees showed more staying power. There was no clear pattern to predict which cohort would stay longer with the district.

- In general, the Asian and Hispanic mentees were consistently retained in the district at a higher rate.

Research Question 4

Do mentors differ from nonmentors in their reasons for leaving the district?

Mentors did not differ from nonmentors in their reasons for leaving the district. However, for all reasons given (resignation, retirement, and other), higher percentages of mentors than nonmentors left their assignments.

What conclusions do the findings support?

- The percentage of mentors and mentees who stayed in LAUSD over the 5 years they were followed was high, ranging from 91.1% to 98.4% for mentors and 59.7% to 85.9% for mentees.

- Nonparticipants were also retained at a high rate, ranging from 98.0% to 99.7% for permanent teachers and 65.5% to 86.4% for new teachers.

- Gender did not have a major influence in affecting how long permanent teachers stayed in the district. Gender affected the retention rates of mentees and nonmentees but with a mixed pattern that does not allow for consistent prediction.

- Ethnicity affected teacher retention rates in that Asian and Black mentors stayed in the district at higher rates while Asian and Hispanic mentees showed more staying power.

Policy Implications

What policy considerations do the findings support?

Recommendations with implications for change in current program policy are summarized below.

- Find out which of the recommendations for program change from Volume 1 have been implemented, and assess the outcomes.
- Explore mentor and mentee reasons for leaving the teaching profession to identify aspects of the program that could be changed to improve teacher retention in LAUSD.
- Explore reasons why Asian and Black mentors and Asian and Hispanic mentees tend to have higher retention rates when compared to mentors and mentees of other ethnicities.

CHAPTER 1

INTRODUCTION AND BACKGROUND

Introduction

The Mentor Teacher Program (MTP) was approved by California legislators in 1983, and the first teachers were assigned in Los Angeles Unified School District (LAUSD) in June 1984. The MTP implements California laws that established it (Education Code 44490-44496, and Administrative Code, Title 5, 11220-11255). The program provides incentives for highly talented classroom teachers (mentors) to continue teaching, and to use their instructional expertise and leadership to help their peers, especially new teachers (mentees), to also continue teaching.

While mentors go through a stringent selection process, mentees are assigned to mentors by Region/Division Directors of Instruction and principals on a priority basis according to mentee status ("Guidelines for Making Adjustments to Mentor Teacher Program Implementation," Appendix A).

According to the program description, mentor responsibilities include providing orientations, visiting classrooms, demonstrating teaching, planning and leading staff development sessions, planning class organization, solving instructional problems, sharing teaching materials and ideas, taking preservice training, maintaining an activity log, and arranging for mentees to observe other successful teachers.

In fall 1987, administrators of the program asked for a formal evaluation to answer questions about program effectiveness and the extent of goal attainment. The participants in this study were the MTP personnel: mentors, mentees, department chairpersons, principals, directors of instruction, and selected other administrators. A stratified random sample of mentors from all periods of the program, all school levels, and all regions in the district was selected. The main sources of information for measuring the effects of the MTP were program and personnel records, and questionnaires to project staff.

Literature

The research literature on retaining teachers in the teaching profession is consistent. Recruiting new teachers may be easier than retaining them (Grissmer & Kirby, 1987, p. vii). The National Education Association estimates that approximately 6% of the country's teachers leave the teaching profession each year and that new teachers were most likely to leave (Biederman, 1989). Emrick (1989, p. 17) provides the following statistics:

> Nationwide, approximately 15 percent of new teachers leave after their first year.
>
> Forty to fifty percent of those entering the teaching profession will leave during the first seven years, and more than two-thirds of those will resign within the first year of teaching.
>
> The most academically able are among the first to leave education, and they are doing so in increasing numbers.

The major reason for leaving one school district is to teach in another, but only about half of those departing teachers will return to the teaching profession (Grissmer & Kirby, 1987). Heyns (1988) found that, of those teachers who have left the teaching profession, those with more teaching experience and less exposure to other jobs were more likely to return to teaching. Attrition rates tend to be high in the first 3 to 4 years of teaching, and men are more likely than women to leave teaching and to leave earlier (Heyns, 1988). Garibaldi (1989) indicates that the proportion of non-White teachers, especially Black teachers, has been declining. This situation is becoming urgent as the number of minority students grows while the number of minority teachers decreases. Other influences contributing to the attrition problem include: unmotivated teachers suffering from job stress, alienation, feelings of ineffectiveness in the classroom, and frustrating working conditions (Engelking, 1987, p. 4). Heyns (1988) cites heavy workloads, extra responsibilities, increasing opportunities for women and minorities outside the teaching profession, and the declining attractiveness of working in schools as factors increasing the attrition rate. Mentoring programs are seen as an inexpensive method for helping to avoid the loss of human resources (Emrick, 1989). Cox (1989) calls the MTP "one of the most significant new programs" but cites a need for better mentor preparation.

Background

Volume 1 of this report (Weisbender, Champagne, & Maddahian 1989) indicated that of the 1,107 mentors who participated in the program since 1984, 322 (29%) changed their assignments through transfers (within or outside of their region), promotion, resignation, leave, or retirement. During a sample 2-year period from spring 1984 to spring 1986, 73% of the mentors remained active in the MTP, and less than 3% of the mentors resigned from the district. According to the Volume 1 respondents, the most effective services in retaining mentees in the teaching profession were personal counseling and guidance, assistance with classroom instruction and management, and staff development.

In matching mentor capabilities with mentee needs, the subject or grade taught by the mentor was considered relative to that taught by the mentee. Mentee needs and interpersonal skills were also significant considerations. The respondents felt that the following practices would make matching even more effective: more carefully basing the match on subject or grade taught, having mentors perform their services at their home school, and matching the expertise of the mentor to mentee needs. Mentors felt that mentee demonstration of effective classroom management indicated that the mentee no longer needed a mentor's services and that mentoring new teachers after the 1st year should be continued at the request of their mentees. They also indicated that there should be no formal limit on the number of years a teacher should be a mentor, as long as the mentor is effective and wants to continue.

The majority of MTP participants since spring 1984 has remained in the teaching profession and in Los Angeles Unified School District. Compared to the other respondents, the mentees did not fully agree that the services provided by the MTP were effective. A major shortcoming of using mentors is that they have their own teaching responsibilities and, as a result, have less time during class to provide help. On average, the respondents gave a report card mark of B to the achievement of both program goals: (a) keeping competent teachers in teaching, and (b) helping new teachers stay in teaching.

Despite additional help given through programs such as the MTP, beginning teachers left teaching for various reasons: classroom conditions, student discipline problems, teaching nontracked classes, school conditions, and general discontent with the teaching environment.

Terms Described

These terms appear frequently in the report, and need explanation.

Cohort. Typically, a cohort is a temporal group sharing a span of time, such as people born during the 1920s. It can also be based on some other time grouping, such as people attending college during the Viet Nam war, people who got married in 1964, and so forth. In this report, cohort refers to groups of teachers in LAUSD during specific time periods.

Matched cohorts. Groups of people who are equivalent in certain characteristics but differ in one selected aspect. An example of matched cohorts in this report would be all mentees who began teaching in LAUSD in 1987 and participated in the MTP (the treatment), and new teachers (equivalent to mentees) who also became LAUSD teachers in 1987 but did not participate in the MTP.

Mentee. The term mentee denotes a new or inexperienced teacher who is receiving assistance from a mentor. The teacher status of most mentees is one of these: trainee, provisional, on temporary contract, or probationary.

Mentor. A mentor is a permanent, experienced, competent teacher whose instructional skills and effectiveness have been judged as exemplary. Such a teacher has been elected by a screening committee of peers and administrators to join the MTP. The mentor's assignment is to assist new or inexperienced teachers to become competent and exemplary.

Nonmentee. A new or inexperienced teacher who has not participated in the MTP.

Nonmentor. An experienced, permanent teacher who has not participated in the MTP.

Nonparticipant. New and permanent teachers who have not participated in the MTP.

Participants. Mentors and mentees.

CHAPTER 2

RESEARCH DESIGN

Volume 1 of the Mentor Teacher Program (MTP) report provided the answers to six of seven research questions. The seventh question was: Over the 4 years, how long do mentees remain in the profession, and how does their retention rate compare with the districtwide teacher retention rate for the same period? Volume 2 was undertaken to answer question 7.

Program Goals

Two overall goals governed the direction and implementation of the MTP. They borrowed from language in the initiating California law and from LAUSD administrators:

1. To encourage exemplary, competent teachers (mentors) to continue teaching
2. To provide assistance to new or inexperienced teachers (mentees)

Research Questions

Since the two program goals concerned both mentors and mentees, question 7 was subdivided into several specific questions addressing both goals.

For each cohort in LAUSD in 1984-85, 1985-86, 1986-87, and 1987-88:

1. Do MTP participants differ from nonparticipants in the length of time they stay with the district?
2. What is the relationship between gender, program participation, and teacher retention in the district?
3. What is the relationship between ethnicity, program participation, and teacher retention in the district?

4. Do mentors differ from nonmentors in their reasons for leaving the district?

Method

Subjects. The participants in this study were all of the mentors and nonmentors, mentees and nonmentees in LAUSD. Data were collected on gender, ethnicity, the number of teachers remaining in LAUSD over a 5-year period, and reasons permanent teachers gave for leaving the district.

Study design. To answer the research questions, new teachers who entered LAUSD in fall 1984 were identified and counted. These teachers were further classified into mentee and nonmentee. These two groups of teachers were considered to be matched cohorts because they entered the teaching profession in LAUSD at the same time and were similar in every respect except for program participation. These two matched cohorts were tracked over 5 academic years: 1984-85, 1985-86, 1986-87, 1987-88, and 1988-89. Similarly, new teachers who entered LAUSD in 1985, 1986, and 1987 were identified, counted, and classified into mentee and nonmentee. All groups of matched cohorts were tracked through the 1988-89 academic year.

Permanent teachers in LAUSD in fall 1984 through spring 1988 were also identified and counted. These teachers were further classified into mentor and nonmentor and were tracked over the same 5 academic years as were the mentees.

Comparisons were made between the 1st year a cohort entered the district and each succeeding year. Thus, for the cohorts entering LAUSD in 1984, comparisons were made for each matched cohort between year 1 (base year) and year 2, year 1 and 3, year 1 and 4, and year 1 and 5 to measure the staying power in the district for each group. The same pattern of comparison was followed for each entering cohort of MTP participants and nonparticipants. In addition to overall counts of each group, counts were also provided by ethnicity and by gender.

Procedure. Data collection for Volume 2 involved numerous meetings to define the populations and data retrieval from computer files. First, a meeting was held involving the evaluators (Program Evaluation and Assessment Branch staff), program staff (Educational Planning and Research), computer programmers (Information Technology Division), and staff from the Personnel Division to arrange for access to the data from personnel files. The next step was for staff to operationally define the terminology .relative to mentors and new or inexperienced teachers. Personnel Division staff then provided a list of specific definitions and codes that would be used to pull the matched cohort of nonmentors and nonmentees from the computer files. Once the terms were operationally defined, four lists of teacher names were produced: mentors, nonmentors, mentees, and nonmentees. These names then had to be verified against earlier lists, and this led to further clarification of terms. See Appendix A for the technical definitions used in this study.

Analyses

Proportions were computed to show the retention rates (percentage of teachers who remained in LAUSD) for four groups: mentors, nonmentors, mentees, and nonmentees. The proportions were computed by dividing the number of teachers in each cohort over a 5-year period (in most cases this number decreased over time as teachers left) by the base number of teachers who entered the cohort each year. Thus, for the cohort entering in 1984-85, four proportions would be produced: (a) 1985-86, (b) 1986-87, (c) 1987-88, and (d) 1988-89 compared to 1984-85 (base year). (See Table B-1 in Appendix B as an illustration.) Proportions of mentors staying in the district were statistically compared to proportions for nonmentors. The same comparisons were made between mentees and nonmentees.

The comparison involved using inferential statistics to test the difference between two population proportions from two independent samples. The formula used the proportions to produce a z value, estimating significant differences between two proportions when compared to table values.

CHAPTER 3

FINDINGS

Tables B-1 through B-14 and Figures 1 through 8 show comparisons between MTP participants and nonparticipants in terms of the length of time specific cohorts stay in LAUSD over 5 academic years: 1984-85, 1985-86, 1986-87, 1987-88, and 1988-89. General comparisons between the two groups are shown, followed by comparisons for gender, and for ethnicity. Finally, Table B-15 shows the difference in numbers for mentors and nonmentors and their reasons for leaving the district.

Differences in Retention Rates for MTP Participants and Nonparticipants

While the proportions of mentors and nonmentors who stay with the district are similar for each matched cohort, **the nonmentors showed statistically higher retention rates**. This means that over the 5-year period, nonmentors tended to stay in LAUSD while mentors were slightly more likely to leave the district. Figures 1 through 4 and Table B-1 show the comparison between mentors and nonmentors and their staying power with the district over the 5 academic years.

For the cohorts of new teachers entering the district in 1984-85 and 1986-87, nonmentees were more likely to stay with LAUSD compared to mentees. The differences, however, were statistically significant only for the 1984-85 cohort. Figures 5 through 8 and Table B-2 show mixed results for the comparison between mentees and nonmentees during the 5 years.

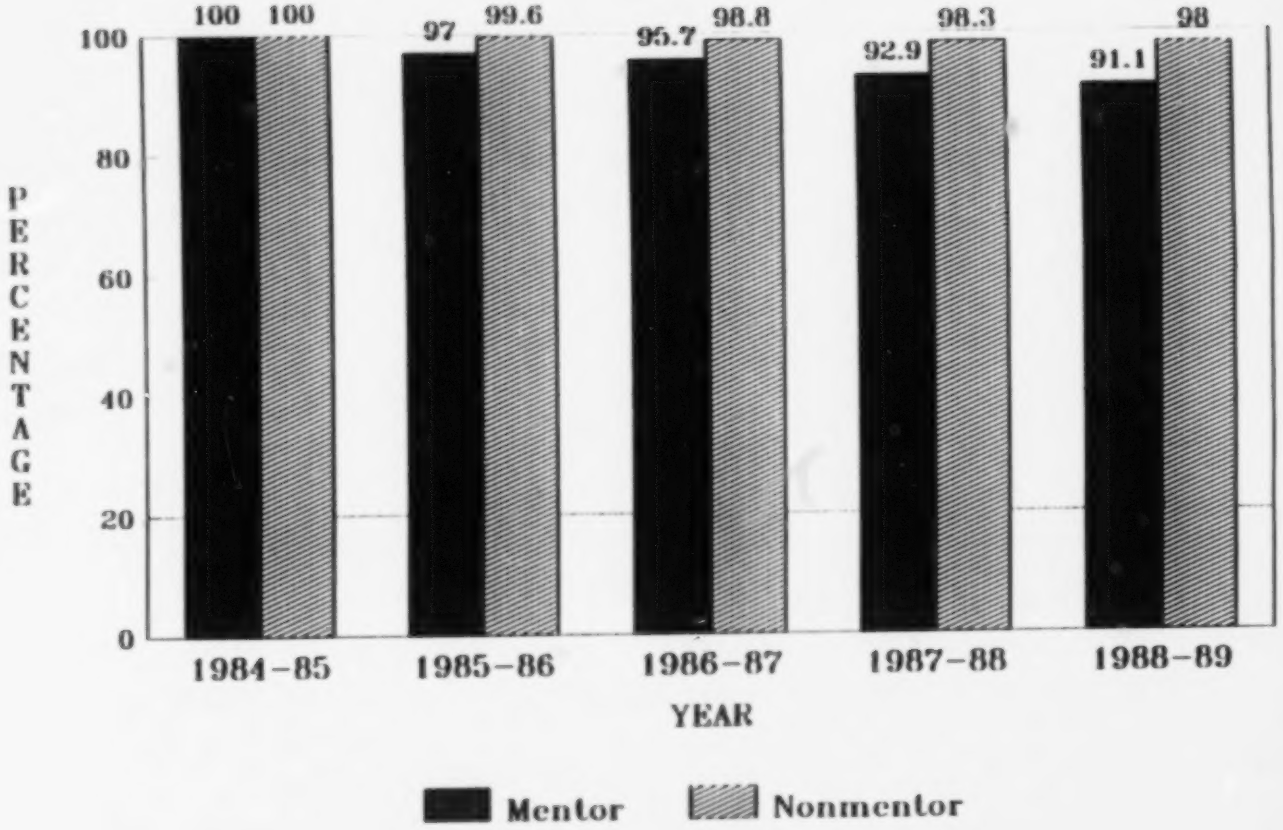

Figure 1. Retention rates for 1984-85 matched cohort of mentors and nonmentors.

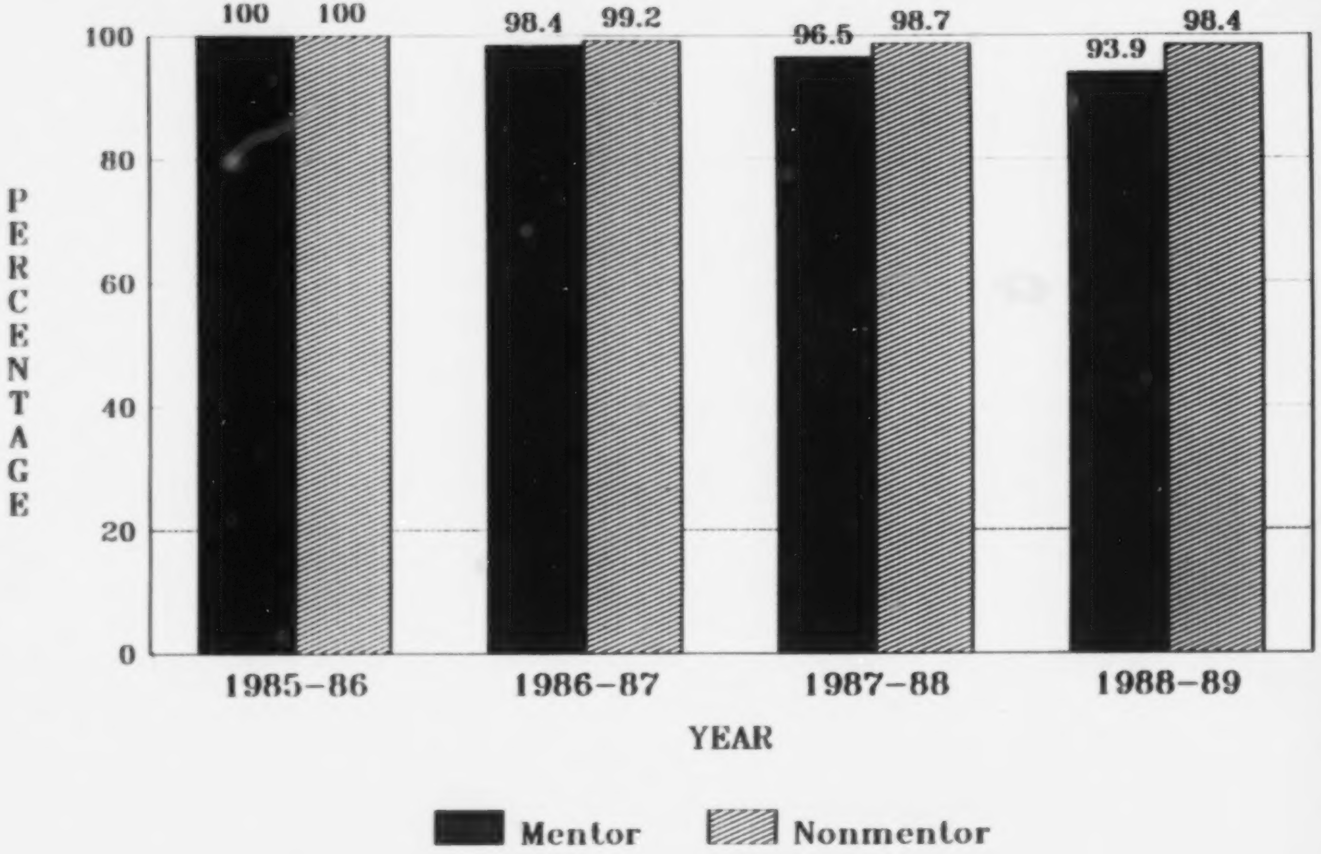

Figure 2. Retention rates for 1985-86 matched cohort of mentors and nonmentors.

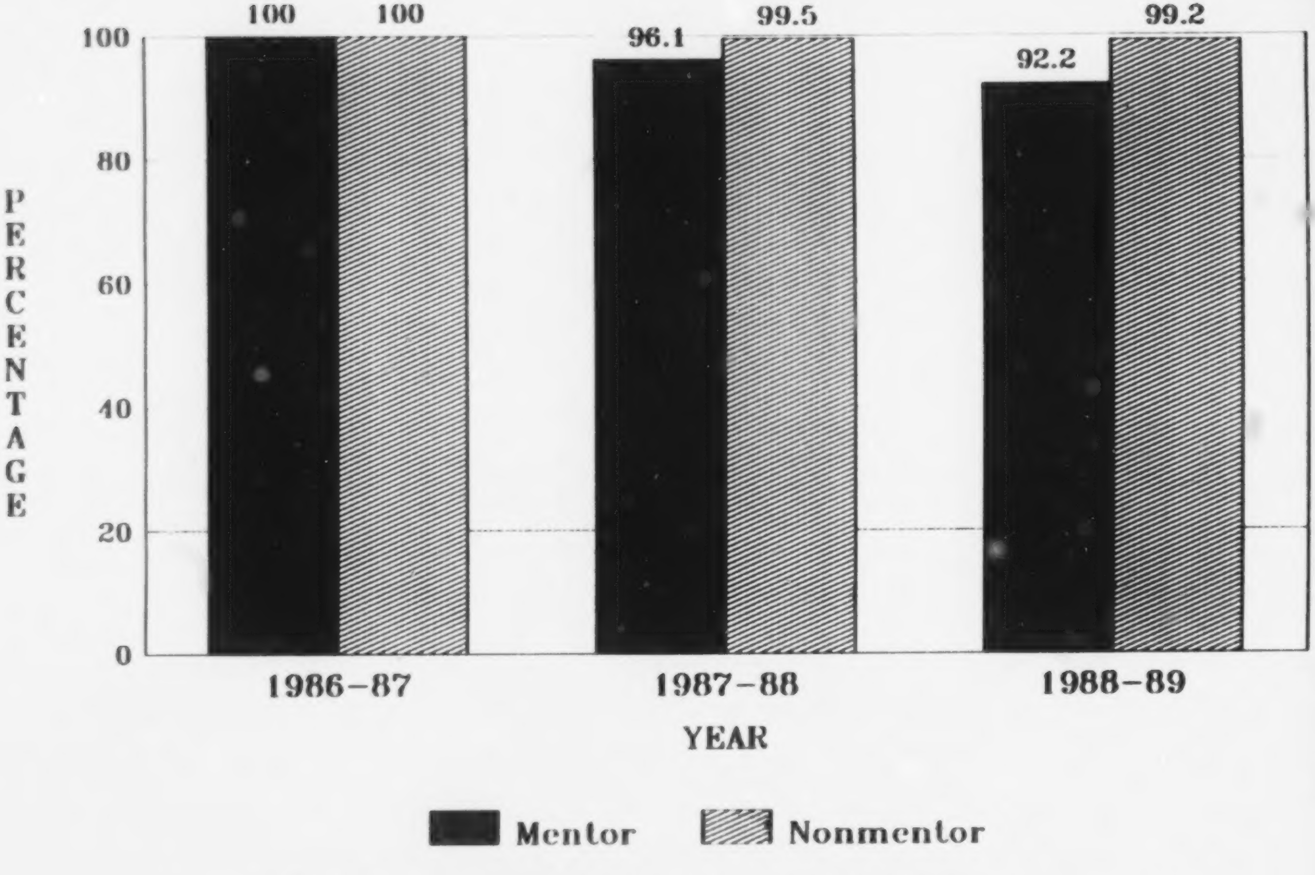

Figure 3. Retention rates for 1986-87 matched cohort of mentors and nonmentors.

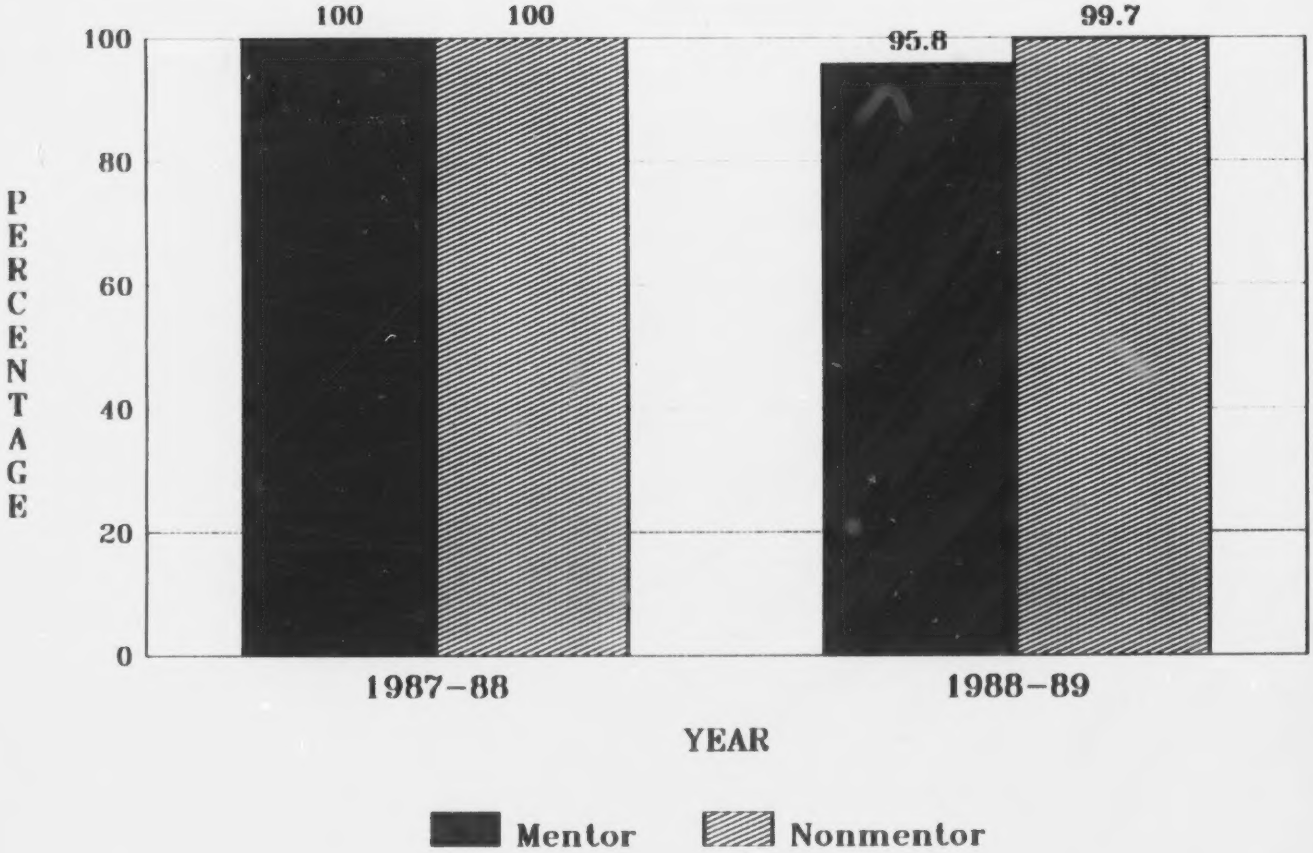

Figure 4. Retention rates for 1987-88 matched cohort of mentors and nonmentors.

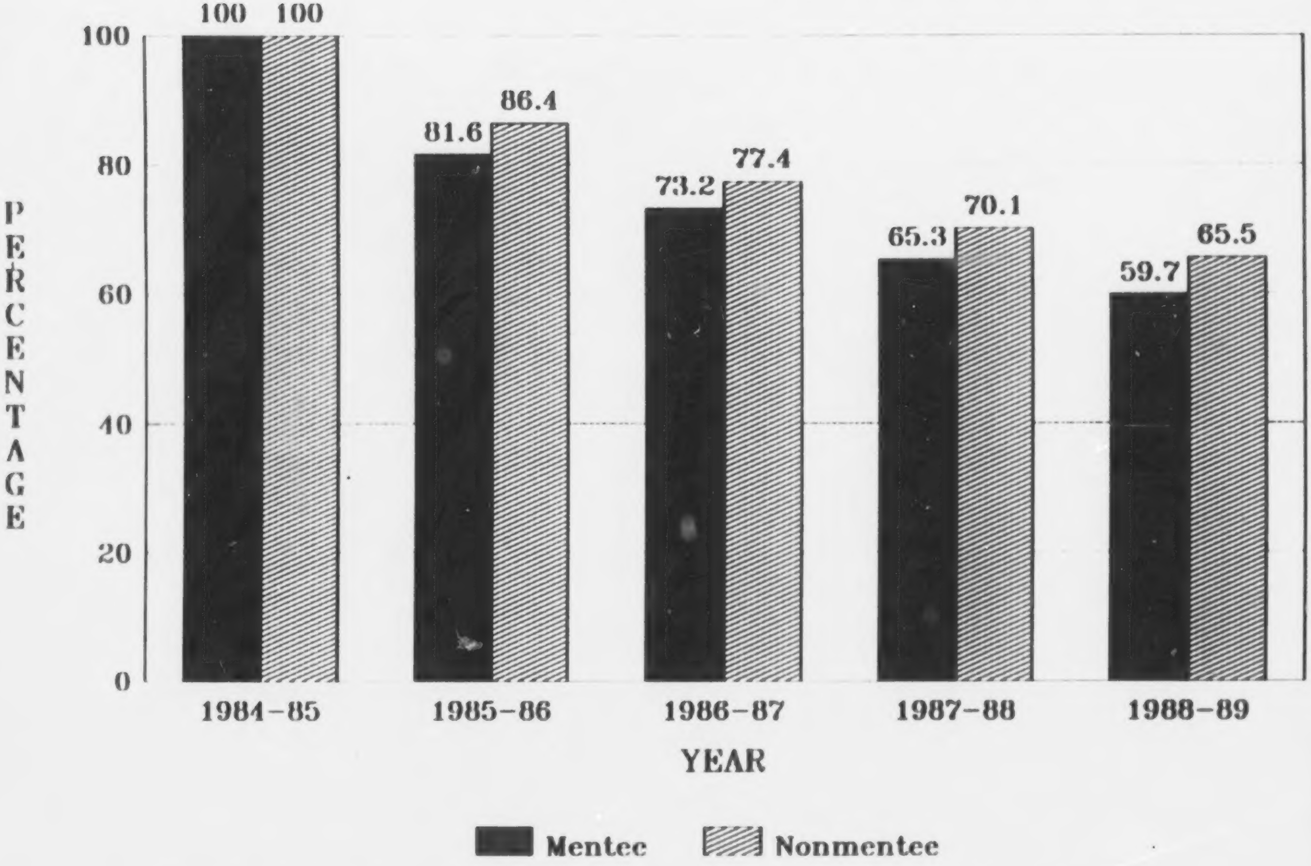

Figure 5. Retention rates for 1984-85 matched cohort of mentees and nonmentees.

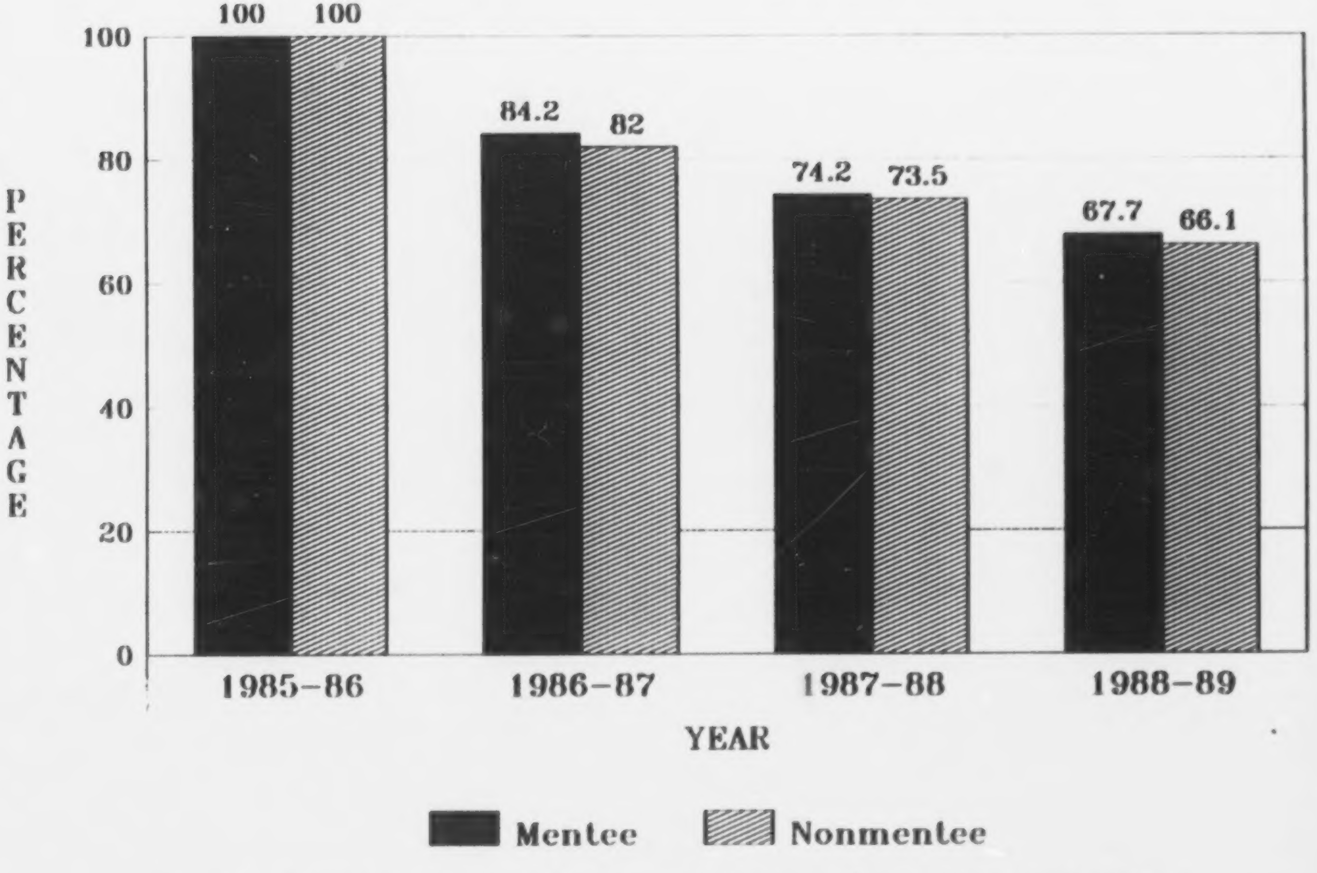

Figure 6. Retention rates for 1985-86 matched cohort of mentees and nonmentees.

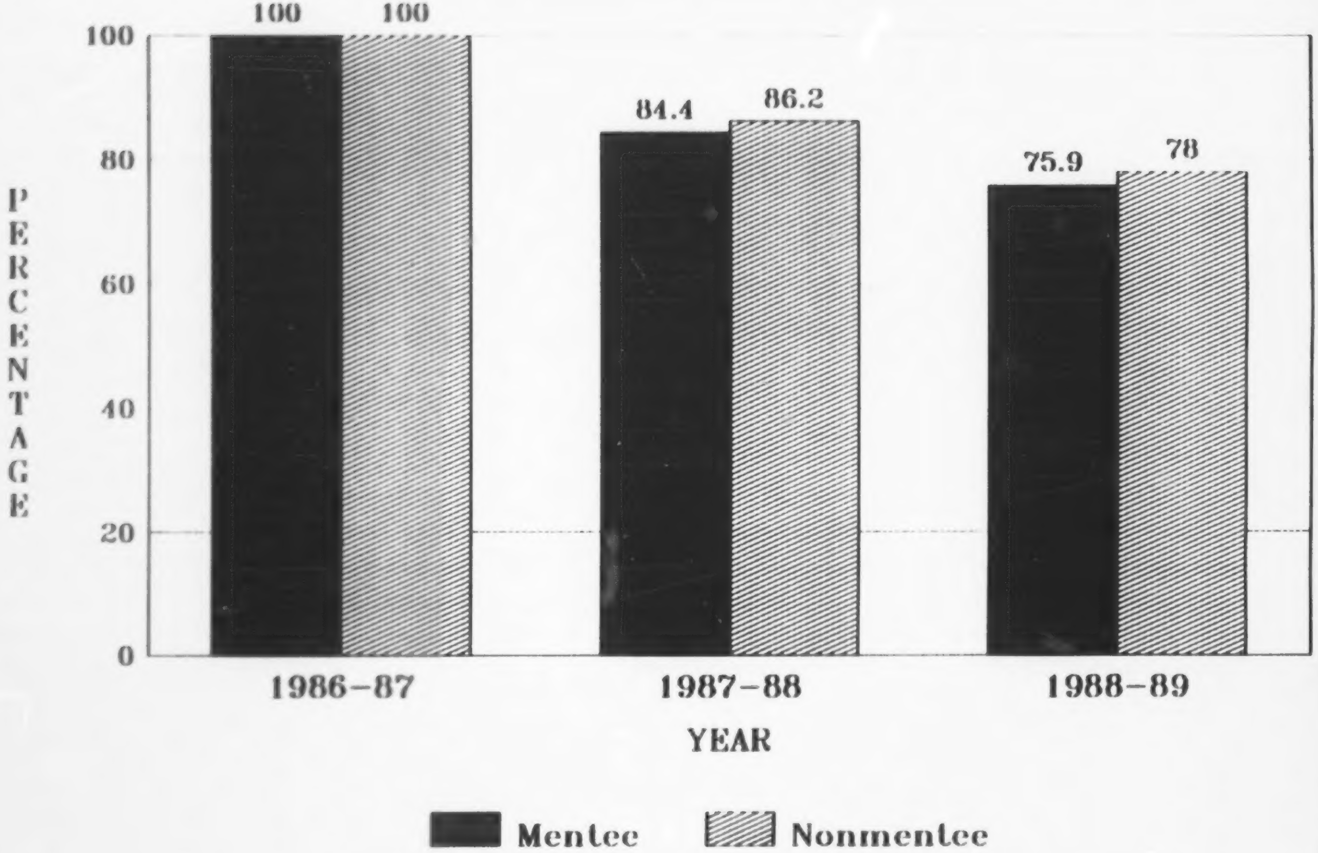

Figure 7. Retention rates for 1986-87 matched cohort of mentees and nonmentees.

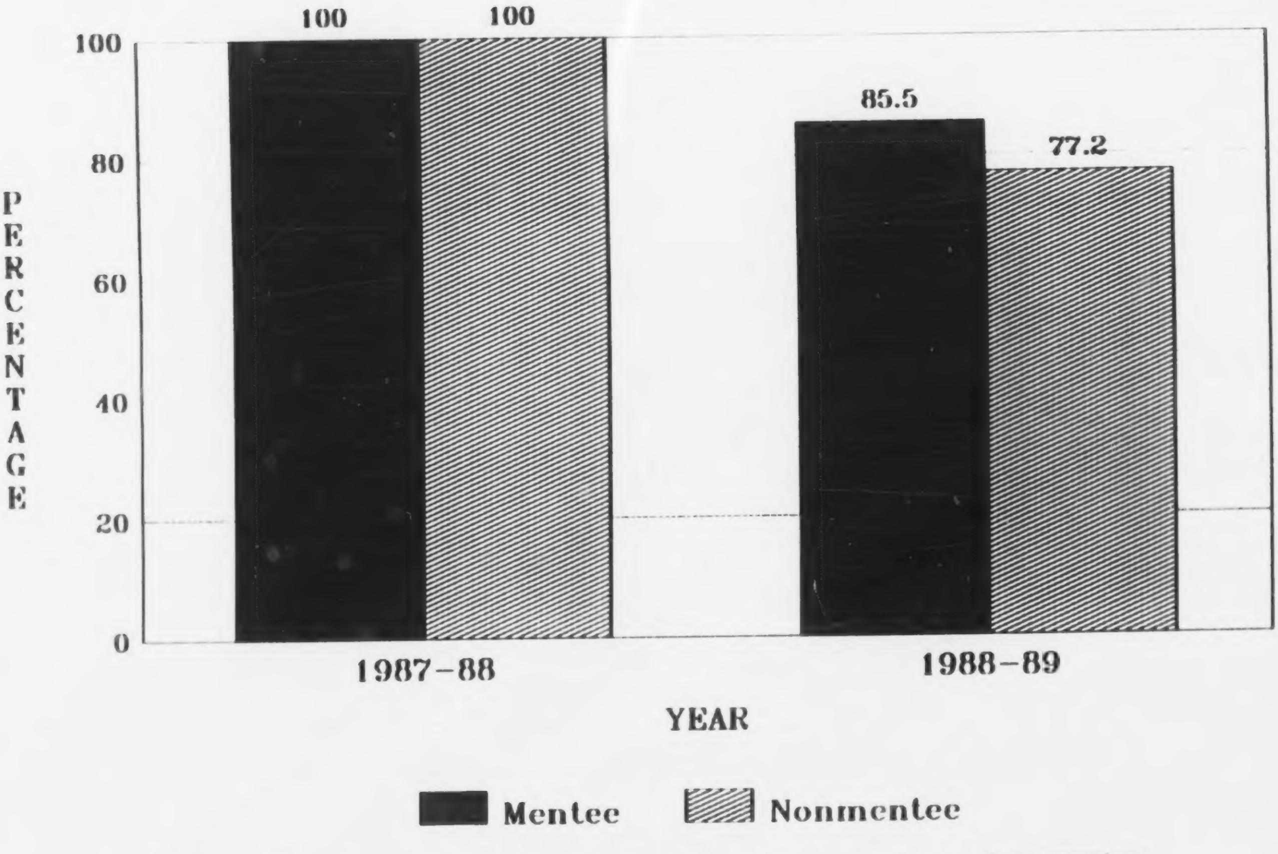

Figure 8. Retention rates for 1987-88 matched cohort of mentees and nonmentees.

For the remaining two cohorts entering the district in 1985-86 and 1987-88, mentees were more likely to stay compared to nonmentees, with only the 1987-88 matched cohorts showing statistically significant differences.

Differences in Retention Rates for MTP Participants and Nonparticipants, by Gender

Overall, nonmentors had a statistically significant higher retention rate compared to mentors regardless of gender (Tables B-3 and B-4). In other words, gender does not affect how long permanent teachers stay in the district. The differences between the matched cohorts of mentors and nonmentors are still best explained by whether or not they participated in the MTP.

Gender seemed to have more of an effect on the differences between mentees and nonmentees than it did on mentors and nonmentors. The 1984-85 and 1986-87 cohorts of nonmentees were statistically more likely to stay in the district compared to mentees in the matched cohort. The 1984-85 results are best explained by significant differences in staying power between female mentees and nonmentees (Table B-6). That is, the 1984-85 cohort of female nonmentees was more likely to stay with the district compared to female mentees. Two of the four comparisons of female cohorts showed significant differences in favor of nonmentees while the comparison for the 1984-85 cohorts of males was significant only in 1988-89. On the other hand, the 1986-87 results are best explained by differences in staying power between male mentees and nonmentees (Table B-5). That is, the 1986-87 cohorts of male nonmentees were more likely to stay with the district compared to male mentees, while the female cohort for that year showed no differences between mentees and nonmentees.

Likewise, gender explains the differences between the matched cohorts in 1985-86. The 1985-86 cohorts of female mentees and nonmentees explain the differences between the two groups in the overall comparison (Table B-2) where mentees were retained at a higher rate compared to nonmentees. The 1985-86 cohort of female mentees shows a higher rate of retention (Table B-6) while the 1985-86 cohort of male mentees was retained at a lower rate compared to male nonmentees (Table B-5). Gender does not have an effect on the differences between program participants and nonparticipants for the 1987-88 cohorts. Regardless of gender, the 1987-88 cohort of mentees was retained at a statistically higher rate compared to nonmentees (Tables B-5 and B-6).

Differences in Retention Rates for MTP Participants and Nonparticipants, by Ethnicity

The retention rates for program participants and nonparticipants were compared for four ethnic groups: White, Black, Hispanic, and Asian.

Mentors and nonmentors. **Looking across ethnic groups, with few exceptions, nonmentors had a higher retention rate than did mentors** (Table B-7 through Table B-14). The exceptions were the 1985-86 cohort of Asian mentors who showed a higher retention rate through 1989 compared to nonmentors (Table B-10). The 1985-86 cohort of Black mentors showed a higher retention rate through 1987 (Table B-8).

The differences in retention rates for mentors and nonmentors were most striking for the White and Hispanic groups. White nonmentors, with one exception, showed a statistically significant higher retention rate (Table B-7). The differences in the proportions of teachers retained were greater between Hispanic mentors and nonmentors. Hispanic nonmentors consistently showed a higher retention rate. Again, with one exception, the differences were statistically significant (Table B-9).

Mentees and nonmentees. **The mentees and nonmentees show a slightly different pattern**. For Whites, the 1984-85 cohort of nonmentees stayed in the district at a statistically higher rate than the matched cohort of mentees (Table B-11). On the other hand, the 1985-86 and 1987-88 cohorts of White mentees were retained in the district at a higher rate. The differences were significant for the 1987-88 cohort. None of the differences in retention rates for Black mentees and nonmentees were statistically significant. However, in half of the cases, the nonmentees were retained at a higher rate while in the other half the mentees had more staying power with the district (Table B-12).

The differences in proportions of Asian and Hispanic mentees and nonmentees remaining in the district were generally nonsignificant (Tables B-13 and B-14). The mentees in these two groups were consistently retained at a higher rate with one exception. The cohort of Asian nonmentees who entered teaching in 1987-88 was retained at a higher rate, as was the 1986-87 cohort of Hispanic nonmentees.

Mentor and Nonmentor Reasons for Leaving the District

For all reasons given, higher percentages of mentors left their assignments than did nonmentors. Percentages were computed for mentors and nonmentors who left their assignments for the following reasons: resignation, retirement, and other which included promotions and special leaves such as medical or sabbatical (Table B-15). The highest percentages of both mentors and nonmentors left their assignments because of resignation with the percentage of mentors resigning from each cohort noticeably higher than that of nonmentors resigning. Higher percentages of mentors also retired or left for other reasons, although the differences between the percentages in these categories for mentors and nonmentors were not as large as the percentages for resignation.

CHAPTER 4

SUMMARY AND DISCUSSION OF FINDINGS

Summary

1. Over the 5-year period considered (1984-85, 1985-86, 1986-87, 1987-88, and 1988-89), nonmentors tended to stay in LAUSD while mentors were slightly more likely to leave the district.
2. For the cohorts entering the teaching profession in 1984-85 and 1986-87, nonmentees were more likely than mentees to stay with LAUSD. For the cohorts entering the teaching profession in 1985-86 and 1987-88, mentees were more likely to stay in the district than were nonmentees.
3. Gender does not affect how long permanent teachers (including mentors and nonmentors) stay in the district.
4. Gender has a mixed effect on how long new teachers (including mentees and nonmentees) stay in the district. The 1984-85 cohort of female nonmentees was more likely to stay with the district compared to female mentees, while the comparison for the 1984-85 cohort of males was significant only in 1988-89. The 1986-87 cohort of male nonmentees was statistically more likely to stay with the district compared to male mentees, while the female cohort for that same year showed no differences between mentees and nonmentees.
5. The 1985-86 cohort of Asian mentors showed a higher retention rate through 1989 compared to nonmentors. Likewise, the 1985-86 cohort of Black mentors showed a higher retention rate through 1987.
6. White and Hispanic nonmentors consistently showed a higher retention rate when compared to mentors of the same ethnicity.

7. For Black and White mentees and nonmentees the results were mixed. In some cases, mentees were retained at a higher rate; in others, nonmentees showed more staying power. There was no clear pattern to predict which cohort would stay longer with the district.
8. In general, the Asian and Hispanic mentees were consistently retained in the district at a higher rate.
9. For all reasons given for leaving (resignation, retirement, and other), higher percentages of mentors left their assignments compared to nonmentors.

Discussion

The Mentor Teacher Program (MTP) was developed to retain experienced teachers and to assist new teachers in the teaching profession. This second report on the MTP in LAUSD shows that the program has had mixed results in achieving the desired objectives.

In Volume 1 of the MTP report, Weisbender et al. (1989) provided a descriptive analysis of the program from the viewpoint of the program participants: mentors and mentees. The problems and frustrations that mentors experience in their tenure as mentors were documented. While mentors were described as highly experienced in all areas of their profession, time limitations and their own teaching responsibilities made it difficult to be more effective in providing services to new teachers. New teachers indicated that they need support and guidance from their mentors during class hours when they are directly facing a problem. The mentees were the most critical evaluators of program effectiveness. They agreed that certain services were provided by the mentors but indicated less than full agreement that the services were effective. Thus, Volume 1 provided information on how effective the MTP was in assisting new teachers in the teaching profession as well as describing the services performed by the mentors.

Volume 1 of the MTP report indicated that the resignation rate seemed to be low for mentors. Volume 2 of the report was designed to statistically compare mentors' rates of resignation and those of a comparable group of teachers from the district to provide information about the effect of the MTP on retaining mentors in the teaching profession. Comparisons of retention rates for mentees and nonmentees were also added to the report.

The overall retention rate for mentors in the district was high. For the initial 1984-85 cohort of mentors, 91.1% remained in the district through 1988-89 (Table B-1). While the retention rate for mentors was high, that for nonmentors was consistently higher. It must be understood, however, that the mentors form a small, select group (n = 394) when compared to the general population of permanent teachers (n = 18,883). Mentors are the motivated teachers who are willing to put up with problems and frustrations in addition to their regular classroom assignments and who must go through a rigorous screening process before becoming mentors. Is it also this motivation that makes them more likely to resign from the district in pursuit of better job opportunities? Emrick (1989) indicated that the most academically able are among the first to leave teaching. While mentors receive extra monetary compensation for their services, is it adequate for the amount of time they must invest? It is still not clear whether the mentors as a select group would have been more likely to leave the teaching profession anyway but stayed with the district because of the program.

The MTP has had some effect on retaining new teachers in the teaching profession. The mentees are also a select group in that they are targeted as needing help when beginning their teaching careers. Not every new teacher receives mentoring. In two of the four cohorts studied, mentees were retained in the district at a higher rate compared to nonmentees. Once again, it is not clear whether the mentees would have been even more likely to leave the teaching profession had it not been for the MTP. Biederman (1989) points out that each year 6% of the country's teachers leave teaching and that new teachers are most likely to leave. Garibaldi (1989) indicated that the number of minority teachers, especially Black teachers, is decreasing. In contrast, this present report shows that Asian and Black mentors and Asian and Hispanic mentees were retained in the district at a higher rate.

Heyns (1988) stated that men are more likely than women to leave teaching and to leave earlier. In LAUSD, gender did not affect how long permanent teachers stayed in the district. For the population of new teachers in the study, gender had a mixed effect on how long new teachers stayed in the district. No consistent pattern emerged.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The MTP was designed to encourage exemplary, competent teachers (mentors) to continue teaching, and to provide assistance to new or inexperienced teachers (mentees).

Volume 2 of the MTP evaluation was undertaken to compare retention rates in LAUSD of mentees to new teachers and mentors to permanent teachers. The participants who entered the MTP over a 4-year period and their comparison groups were followed from 1984 through 1989. The number of teachers who remained in the teaching profession each year was retrieved from personnel computer files and used to compute retention rates for each group of teachers being followed.

The percentage of mentors and mentees who stayed in LAUSD over the 5 years they were followed was high, ranging from 91.1% to 98.4% for mentors and 59.7% to 85.5% for mentees. Nonparticipants were also retained at a high rate, ranging from 98.0% to 99.7% for permanent teachers and 65.5% to 86.4% for new teachers. In many cases the nonparticipants were retained in the district at a higher rate than were the participants even through the percentages were high for all groups.

Gender did not have a major influence on how long permanent teachers stayed in the district. Gender affected the retention rates of mentees and nonmentees but with a pattern that does not allow for consistent prediction.

Ethnicity affected teacher retention rates in that Asian and Black mentors stayed in the district at higher rates while Asian and Hispanic mentees showed more staying power.

This report has presented the actual numbers of teachers who have stayed in LAUSD over a specific time period. What is not known is whether even more of the teachers who participated in the MTP would have left LAUSD if the program had not been implemented. Furthermore, the MTP was evaluated for the first time in Volume 1. The recommendations for improvement from Volume 1 that may increase teacher retention have not had time to show an effect. Finally, it is still not known why mentors and mentees tend to leave the district at a slightly higher rate than do permanent and new teachers. It would be valuable information to find out if their reasons for leaving can be helped by the MTP.

Overall, the MTP has had some influence in keeping teachers in the profession, but that influence could be strengthened.

Recommendations

1. Find out which of the recommendations for program change from Volume 1 have been implemented, and assess the outcomes.
2. Explore mentor and mentee reasons for leaving the teaching profession to identify aspects of the program that could be changed to improve teacher retention in LAUSD.
3. Explore reasons why Asian and Black mentors and Asian and Hispanic mentees tend to have higher retention rates when compared to mentors and mentees of other ethnicities.

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APPENDIX A

- Definitions for Mentor Teacher Study
- Guidelines for Making Adjustments to Mentor Teacher Program Implementation

The following memorandum dated June 1, 1989 from Michael Acosta to Alice Bowens outlines the technical definitions used in the Mentor Teacher Study. This memorandum also indicates the codes associated with each term. The terms and codes are included in the event that other LAUSD offices may undertake a similar study and will allow for comparability of studies.

Also included in Appendix A are the "Guidelines for Making Adjustments to Mentor Teacher Program Implementation" which describes mentor and mentee assignments and defines status categories.

C O P Y

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Ms. Alice D. Bowens
Mentor Teacher Program Coordinator
Educational Planning & Research

Date June 1, 1989

FROM: Michael P. Acosta, Administrator
Certificated Employment Operations

SUBJECT: DEFINITIONS FOR MENTOR TEACHER STUDY

'89 JUL 26 A8:57

Outlined for your information are the definitions you requested for use in the Mentor Teacher Study.

Classroom Teacher All contracted, certificated employees with a class code of elementary, secondary, or special education teacher ("07]"), secondary counselor ("0533"), secondary counselor, restricted ("0530"), or secondary librarian ("0591").

Conditional is District status ("D]") in a certificated class comparable to probationary, except that the employee has not passed the probationary examination. Upon successful completion of the examination, the conditional status is changed to probationary status.

District Intern On January 1, 1988, AB 1782 became law and expanded the Teacher Trainee Program into the elementary grades and to bilingual classes, and renamed the program to District Intern Program. Definition and status (G1, G2, G3) are the same for a Teacher Trainee.

Intern is District status ("F]") in a certificated class while the employee is completing credential requirements by participating in a special District or teacher training institution internship program; upon successful completion of credential requirements and success in the District probationary examination process, the intern status is changed to probationary status. Service under the intern credential may count toward District tenure.

Permanent is District status ("C]") in a certificated class after the successful completion of a three school year probationary period with the District for employees hired prior to 7-1-83; for employees hired on or after 7-1-83, permanent status is attained after the successful completion of a two school year probationary period with the District. With permanent status, employee has tenure with the District.

Probationary Teacher Probationary is District status ("B]") in a certificated given to a credentialed employee who possesses a Bachelor's degree, verification of passage of the CBEST and passage of District probationary examination or NTE in the subject of application, and who meets all other District requirements.

Promotion is a change in an employee's assignment, other than re-allocation or re-classification, from a position in one class to a position in another class with a higher maximum salary rate.

Provisional Teacher Provisional is District status ("V]") indicating a contract employee teaching under the emergency credential required for service in the position. Service in provisional status does not count toward permanent status with the District.

Resignation is a voluntary action taken by an employee who wishes to terminate employment with the District.

Teacher Trainee is District status ("G]") in a certificated class indicating a contract employee teaching under a valid Teacher Trainee Certificate. Those employees who complete three consecutive school years of certificated service, composed of the first two years of service as a teacher trainee and one additional (probationary) year, and are reelected for the next school year (year 4) to a certificated position shall, at the commencement of that fourth year, be classified as a permanent employee of the District.

Temporary Contract Teacher Temporary Contract is District status ("K]") in a certificated class given an employee who holds a temporary contract in a shortage field, and who does not qualify for a probationary contract. Time served under the temporary contract may count toward tenure with the District. (Offered pursuant to EC Section 44920 and the District-UTLA Agreement, Art. XIII, Sec. 1.4.)

In reviewing the definitions that Educational Planning & Research has prepared, I suggest the following:

. **Intern** should be included in the list of inexperienced teachers.

. Status should be written with brackets: **G], V], K], B], F]**.

If you have any questions or need additional information, please advise.

mnc

c: Irene Yamahara
Tom Killeen
Carla Smotherman

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Planning and Research

Guidelines for Making Adjustments to Mentor Teacher Program Implementation

I. Procedures

The following procedures will be observed in adjusting the structure by which Mentor Teachers provide services to new teachers.

A. Mentor situations will be reviewed by Regions/Divisions. Those staffs will make adjustments to achieve balance in Mentor/New Teacher matches. Mentor Teacher adjustments to new teachers will be addressed on a priority basis as sequenced below:

1) Teacher Trainees and District Interns (G1s, G2s, G3s)

2) Provisional (Vy, Vn)

3) Temporary contract (KT, Kn)

4) Probationary (B1, B2, B3, Bn)

5) Experienced teachers

B. Districtwide efforts to correct weaknesses in the Mentor Teacher Program will be subsequent to Region/Division efforts.

C. The Mentor Teacher/New Teacher printouts will be compiled to show two categories of support to new teachers:

1) New teachers who receive primary support from Mentors

2) New teachers who receive support from other sources including local school staff, teacher retirees, PSP, and Region/Division staff.

II. Guidelines for Making Adjustments

The following guidelines will be used to make adjustments or correct weaknesses in program implementation:

. Mentor Teachers will not be moved from a PSP or EIS school to a non-PSP or EIS school.

. Mentors will not be moved if such movement conflicts with OCR guidelines or UTLA--District agreements.

. The District will establish a list of anticipated vacancies which should be used by Regions/Divisions to make Mentor vacancy adjustments. The assigment of Mentors will not conflict with Article XXVI, 6.1 b of the District-UTLA Agreement.

. Consideration will be given to Mentors desiring to relocate prior to administrative moves.

. Mentors may be assigned to service new teachers in schools other than their home school providing that the traveling time is reasonable.

. Efforts to match Mentor Teachers with the subject area of Teacher Trainees must be consistent with provisions of the Education Code.

. Where appropriate, and feasible, each Mentor will be assigned to provide assistance and guidance to at least one Teacher Trainee.

. Mentors will be assigned to provide service to new teachers on a two to one ratio in PSP schools and a four to one ratio in non-PSP schools.

. Mentors will not be assigned to service new teachers in more than two school sites except in the case of Special Education.

. Newly selected Mentors will be assigned in their home schools if a need exists prior to assignment to other schools.

. Adjustments will be made where there is a need, it is feasible, and in the best interest of the District.*

*(Refer to "Mentor Teacher School Clusters Guidelines" issued August, 1988.)

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY GUIDE

E 18
EMPLOYMENT
STATUS

SERVICE: Certificated
ISSUED BY: Pers. Research (5-18-84)
REPLACES: PG: E 18 (2-26-82)
REFERENCE: Procedure Guide M 564, pp. 1-6. Education Code Sections 44882, 44885.5, and 44911.
CHANGES: Addition of Teacher Trainee. Permanent, provisional, qualifying, and conditional qualifying statuses revised.

The District describes the various employment relationships through the use of the following status categories:

Permanent is status in the District attained after the successful completion of a three school year probationary period with the District for employees hired prior to 7-1-83. For employees hired on or after 7-1-83, permanent status is attained after the successful completion of a two school year probationary period with the District. With earned permanent status, employee has tenure with the District.

Probationary is status while serving the two or three school year period described above necessary to the attainment of permanent status with the District.

Conditional is status comparable to probationary except that the employee has not passed the probationary examination. Upon successful completion of the examination, the conditional status is changed to probationary status.

Intern is status comparable to probationary status except that the employee has not completed the credential requirements and is involved in a special District or teacher training institution internship program; upon successful completion of credential requirements, the intern status is changed to probationary status.

Teacher Trainee is status indicating a contract employee teaching under a valid Teacher Trainee Certificate. Upon election to a certificated position the next succeeding school year after completion of two years of service as a teacher trainee, the employee will be classified as a probationary employee. Those employees who complete three consecutive school years of service, composed of two years of service as a teacher trainee and one year in a certificated position, and are reelected for the next succeeding school year to a certificated position shall, at the commencement of that school year, be classified as a permanent employee of the District.

Provisional is status indicating a contract employee with less than the regular credential required for service in the position. Service in provisional status does not count toward permanent status with the District except for service pursuant to paragraph 2 of Education Code Section 44911.

Qualifying is status given an employee while serving the equivalent of a two or three school year qualifying period, as appropriate, in a class other than the one in which continuing status was attained. (Two year qualifying period if qualifying assignment date is effective on or after 7-1-83; three year period if assignment effective date is prior to 7-1-83.) Employee has passed an evaluation procedure for the new class, or there is no evaluation procedure for the new class.

Conditional Qualifying is status given an employee while serving a two school year qualifying period in a class other than the one in which continuing status was obtained if conditional qualifying period commenced on or after 7-1-83; three year period if effective date of conditional qualifying period is prior to 7-1-83. Employee has not taken or has not successfully completed the evaluation procedure (an evaluation procedure is offered for the class).

Continuing is status in a class after completion of the equivalent of a probationary or qualifying period in such class.

Limited Acting is status in a management class when the employee has not qualified by examination nor been given a direct appointment.

Substitute is status in a class when an employee is serving in place of another employee absent from a position but not necessarily absent from service.

Limited is a status in a class limited as to date, hours or benefits and which is not in addition to a basic assignment.

Temporary-extra is status in an assignment which is in addition to a basic assignment.

Temporary contract is status given an employee who holds a temporary contract in a shortage field and who does not qualify for a probationary contract.

227

APPENDIX B

Tables B-1 through B-15

Table B-1

Rate of Retention for Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	394	100.0	382	97.0	7.53**	377	95.7	5.64**	366	92.9	8.14**	359	91.1	9.58**
Nonmentor	18,883	100.0	18,804	99.6		18,664	98.8		18,571	98.3		18,518	98.0	
1985-86														
Mentor			570	100.0	--	561	98.4	2.05*	550	96.5	4.51**	535	93.9	8.20**
Nonmentor			20,386	100.0		20,224	99.2		20,122	98.7		20,059	98.4	
1986-87														
Mentor						102	100.0	--	98	96.1	4.65**	94	92.2	7.55**
Nonmentor						22,178	100.0		22,061	99.5		21,990	99.2	
1987-88														
Mentor									144	100.0	--	138	95.8	7.63**
Nonmentor									23,379	100.0		23,300	99.7	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

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Table B-2

Rate of Retention for Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	1,012	100.0	826	81.6	3.12**	741	73.2	2.26*	661	65.3	2.43*	604	59.7	2.84**
Nonmentee	1,232	100.0	1,065	86.4		953	77.4		864	70.1		807	65.5	
1985-86														
Mentee			2,319	100.0	--	1,953	84.2	-1.74	1,721	74.2	-.47	1,571	67.7	-1.04
Nonmentee			1,344	100.0		1,102	82.0		988	73.5		888	66.1	
1986-87														
Mentee						2,199	100.0	--	1,857	84.4	1.36	1,668	75.9	1.36
Nonmentee						1,139	100.0		982	86.2		888	78.0	
1987-88														
Mentee									2,616	100.0	--	2,237	85.5	-4.69**
Nonmentee									499	100.0		385	77.2	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

Table B-3

Rate of Retention for Male Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	86	100.0	81	94.2	7.46**	79	91.9	6.52**	73	84.9	9.86**	72	83.7	9.74**
Nonmentor	5,656	100.0	5,635	99.6		5,603	99.1		5,574	98.6		5,559	98.3	
1985-86														
Mentor			122	100.0	--	121	99.2	.35	118	96.7	2.19**	113	92.6	5.33**
Nonmentor			6,048	100.0		6,013	99.4		5,980	98.9		5,963	98.6	
1986-87														
Mentor						25	100.0	--	24	96.0	2.24*	22	88.0	5.85**
Nonmentor						6,458	100.0		6,421	99.4		6,402	99.1	
1987-88														
Mentor									26	100.0	--	24	92.3	6.47**
Nonmentor									6,781	100.0		6,760	99.7	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

Table B-4

Rate of Retention for Female Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	308	100.0	301	97.7	4.60**	298	96.8	3.05**	293	95.1	4.07**	287	93.2	5.75**
Nonmentor	13,227	100.0	13,169	99.6		13,061	98.7		12,997	98.3		12,959	98.0	
1985-86														
Mentor			448	100.0	--	440	98.2	1.97*	432	96.4	3.86**	422	94.2	6.43**
Nonmentor			14,338	100.0		14,211	99.1		14,142	98.6		14,096	98.3	
1986-87														
Mentor						77	100.0	--	74	96.1	4.10**	72	93.5	5.34**
Nonmentor						15,720	100.0		15,640	99.5		15,588	99.2	
1987-88														
Mentor									118	100.0	--	114	96.6	5.41**
Nonmentor									16,598	100.0		16,540	99.7	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05. **p < .01, both two-tailed.

Table B-5

Rate of Retention for Male Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	352	100.0	287	81.5	.78	255	72.4	.93	219	62.2	1.69	197	56.0	2.14*
Nonmentee	446	100.0	373	83.6		336	75.3		303	67.9		283	63.5	
1985-86														
Mentee			794	100.0	--	648	81.6	.28	562	70.8	.84	503	63.4	.24
Nonmentee			445	100.0		366	82.2		325	73.0		285	64.0	
1986-87														
Mentee						745	100.0	--	609	81.7	2.98*	544	73.0	2.08*
Nonmentee						320	100.0		285	89.1		253	79.1	
1987-88														
Mentee									884	100.0	--	749	84.7	-2.61**
Nonmentee									122	100.0		92	75.4	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

Table B-6

Rate of Retention for Female Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	652	100.0	539	82.7	3.28**	486	74.5	2.04**	442	67.8	1.70	407	62.4	1.88
Nonmentee	780	100.0	692	88.7		617	79.1		561	71.9		524	67.2	
1985-86														
Mentee			1,521	100.0	--	1,304	85.7	-2.47*	1,159	76.2	-1.31	1,068	70.2	-1.58
Nonmentee			898	100.0		736	82.0		663	73.8		603	67.1	
1986-87														
Mentee						1,454	100.0	--	1,248	85.8	.27	1,124	77.3	.28
Nonmentee						816	100.0		697	85.4		635	77.8	
1987-88														
Mentee									1,732	100.0	--	1,491	86.1	-3.98**
Nonmentee									376	100.0		293	77.9	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

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Table B-7

Rate of Retention for White Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	208	100.0	200	96.2	5.35**	197	94.7	4.59**	188	90.4	7.67**	188	90.4	6.83**
Nonmentor	11,351	100.0	11,275	99.3		11,191	98.6		11,130	98.1		11,092	97.7	
1985-86														
Mentor			339	100.0	--	332	97.9	2.40*	328	96.8	2.83**	315	92.9	7.13**
Nonmentor			12,176	100.0		12,074	99.2		12,007	98.6		11,964	98.3	
1986-87														
Mentor						59	100.0	--	57	96.6	2.86**	57	96.6	1.94
Nonmentor						13,271	100.0		13,196	99.4		13,147	99.1	
1987-88														
Mentor									78	100.0	--	75	96.2	4.71**
Nonmentor									14,069	100.0		14,013	99.6	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

Table B-8

Rate of Retention for Black Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	143	100.0	141	98.6	3.05**	140	97.9	1.80	140	97.9	1.07	140	97.9	.75
Nonmentor	3,917	100.0	3,910	99.8		3,888	99.3		3,873	98.9		3,864	98.6	
1985-86														
Mentor			151	100.0	--	151	100.0	.93	147	97.4	2.16*	146	96.7	2.30*
Nonmentor			4,220	100.0		4,196	99.4		4,182	99.1		4,170	98.8	
1986-87														
Mentor						32	100.0	--	31	96.9	2.32*	31	96.9	1.62
Nonmentor						4,576	100.0		4,557	99.6		4,544	99.3	
1987-88														
Mentor									42	100.0	--	40	95.2	5.00**
Nonmentor									4,759	100.0		4,745	99.7	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, **p < .01, both two-tailed.

Table B-9

Rate of Retention for Hispanic Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	22	100.0	20	90.9	7.42**	19	86.4	5.26**	19	86.4	4.59**	19	86.4	4.18**
Nonmentor	1,573	100.0	1,570	99.8		1,556	98.9		1,551	98.6		1,547	98.3	
1985-86														
Mentor			45	100.0	--	44	97.8	.99	41	91.1	4.31**	40	88.9	4.78**
Nonmentor			1,799	100.0		1,784	99.2		1,777	98.8		1,771	98.4	
1986-87														
Mentor						4	100.0	--	3	75.0	7.00**	3	75.0	5.30**
Nonmentor						2,022	100.0		2,013	99.6		2,006	99.2	
1987-88														
Mentor									13	100.0	--	12	92.3	4.36**
Nonmentor									2,150	100.0		2,143	99.7	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

**$p < .01$, two-tailed.

Table B-10

Rate of Retention for Asian Mentors and Nonmentors, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentor	19	100.0	18	94.7	.50	18	94.7	.32	18	94.7	.21	18	94.7	.20
Nonmentor	1,612	100.0	1,560	96.8		1,550	96.2		1,543	95.7		1,542	95.7	
1985-86														
Mentor			27	100.0	--	27	100.0	.40	27	100.0	.53	27	100.0	.54
Nonmentor			1,676	100.0		1,666	99.4		1,659	99.0		1,658	99.0	
1986-87														
Mentor						1	100.0		1	100.0	.06	1	100.0	.07
Nonmentor						1,773	100.0		1,766	99.6		1,765	99.5	
1987-88														
Mentor									9	100.0	--	9	100.0	.07
Nonmentor									1,851	100.0		1,850	99.9	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

Table B-11

Rate of Retention for White Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	657	100.0	527	80.2	2.65**	466	70.9	2.29*	407	61.9	2.78**	360	54.8	3.60**
Nonmentee	715	100.0	612	85.6		546	76.4		494	69.1		460	64.3	
1985-86														
Mentee			1,544	100.0	--	1,284	83.2	1.90	1,120	72.5	.70	1,012	65.5	.99
Nonmentee			794	100.0		635	80.0		565	71.2		504	63.5	
1986-87														
Mentee						1,437	100.0	--	1,191	83.0	1.84	1,054	73.3	1.90
Nonmentee						746	100.0		641	86.0		575	77.1	
1987-88														
Mentee									1,678	100.0	--	1,410	84.0	4.26**
Nonmentee									321	100.0		238	74.1	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.
*p < .05, **p < .01, both two-tailed.

Table B-12

Rate of Retention for Black Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	190	100.0	158	83.2	1.66	145	76.3	.90	132	69.5	.56	125	65.8	.34
Nonmentee	239	100.0	212	88.7		191	80.0		172	72.0		161	67.4	
1985-86														
Mentee			323	100.0	--	275	85.1	.29	237	73.4	1.46	213	66.0	1.35
Nonmentee			257	100.0		221	86.0		202	79.0		183	71.2	
1986-87														
Mentee						309	100.0	--	272	88.0	.33	247	80.0	.61
Nonmentee						169	100.0		147	87.0		139	82.2	
1987-88														
Mentee									364	100.0	--	325	89.3	1.49
Nonmentee									64	100.0		53	83.0	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

Table B-13

Rate of Retention for Hispanic Mentees and Nonmentees, by Matched Cohorts

Cohort	1984-85		1985-86			1986-87			1987-88			1988-89		
	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	98	100.0	85	86.7	.30	80	81.6	1.15	77	78.6	1.75	76	77.6	2.13*
Nonmentee	206	100.0	176	85.4		156	75.7		142	68.9		135	65.5	
1985-86														
Mentee			291	100.0	--	257	88.3	.42	241	82.8	.56	230	79.0	1.52
Nonmentee			193	100.0		168	87.0		156	80.8		141	73.1	
1986-87														
Mentee						313	100.0	--	275	87.9	.08	261	83.4	.59
Nonmentee						143	100.0		126	88.1		116	81.1	
1987-88														
Mentee									376	100.0	--	341	90.7	1.82
Nonmentee									73	100.0		61	83.6	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

*p < .05, two-tailed.

Table B-14

Rate of Retention for Asian Mentees and Nonmentees, by Matched Cohorts

	1984-85		1985-86			1986-87			1987-88			1988-89		
Cohort	N	%	N	%	z	N	%	z	N	%	z	N	%	z
1984-85														
Mentee	49	100.0	45	91.8	1.16	40	81.6	.86	36	73.5	.74	34	69.4	1.30
Nonmentee	51	100.0	43	84.3		38	74.5		34	66.7		29	56.9	
1985-86														
Mentee			111	100.0	--	97	87.4	.48	87	78.4	1.10	83	74.8	1.32
Nonmentee			73	100.0		62	84.9		52	71.2		48	65.8	
1986-87														
Mentee						109	100.0	--	96	88.1	1.01	85	78.0	1.19
Nonmentee						63	100.0		52	82.5		44	69.8	
1987-88														
Mentee									149	100.0	--	122	81.9	.77
Nonmentee									32	100.0		28	87.5	

Note. Underlined values are baseline counts for each beginning cohort. Dashes indicate that there is no comparison.

Table B-15

Mentor and Nonmentor Reasons for Leaving LAUSD

Cohort	n	Resignation	Retirement	Other
1984-85				
Mentor	394	23 (5.84)	11 (2.79)	1 (0.25)
Nonmentor	18,888	189 (1.00)	142 (0.75)	34 (0.18)
1985-86				
Mentor	570	24 (4.21)	11 (1.93)	--
Nonmentor	20,386	187 (0.92)	107 (0.52)	33 (0.16)
1986-87				
Mentor	102	6 (6.00)	1 (1.00)	1 (1.00)
Nonmentor	22,178	94 (0.42)	79 (0.36)	15 (0.06)
1987-88				
Mentor	144	6 (5.77)	--	--
Nonmentor	23,379	43 (0.18)	31 (0.13)	6 (0.03)

Note. Numbers in parentheses are percentages. Dashes indicate that data were not available.